School Management Team strategies for the enactment of teacher leadership in secondary schools

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DECLARATION

I, Gertruida Maria Smit, student number 33276358, hereby declare that all the work incorporated in this dissertation is my own, original work and that I have not submitted this work in its entirety to any other institution for a Master's degree in Education.

2022 / 02 / 11

Signed: G.M. Smit

Date

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ABSTRACT

South-African post-apartheid legislation enforced democratic school management through the establishment of School Governing Bodies (SGBs) and School Management Teams (SMTs), and paved the way for distributed- or participative teacher leadership (TL). The significance of the enhanced enactment of TL is grounded in the improvement of culture and climate of schools, teacher effectiveness and capability, learner motivation and participation, and subsequently overall school performance. Although the functioning of SMTs is described in legislation (South African School's Act 84 of 1996; Personnel Administrative Measures (PAM), 2016), the problem emerged that the roles and responsibilities of SMTs, especially regarding the enactment of TL, are vague and unclear.

In this qualitative phenomenological study, embedded in the interpretative paradigm, the researcher endeavoured to determine strategies that can be employed by SMTs to enhance the enactment of teacher leadership in secondary schools. The study is a significant endeavour to set guidelines for future policies in describing the exact roles and responsibilities of SMTs, especially in relation to the enhanced enactment of TL. The study encompassed a population of four quintile one rural secondary schools, and one quintile four semi-urban secondary school in the Volksrust circuit of the Gert Sibande district, on the Highveld of Mpumalanga. The researcher used non-probability convenience sampling to select the participative secondary schools and purposive sampling to select the participants from the selected schools. The sample size comprised six post level one teachers occupying informal TL positions and six SMT-members, occupying formal TL positions. Data were collected through individual, semi-structured interviews and the inductive process of content data analysis was used.

A common understanding of the concept of TL was reached, where TL was enacted within as well as beyond the classroom. The role of SMTs was identified as a management role, as well as a TL role, with the responsibilities of SMTs being the formulation and implementation of school policy, managerial responsibilities, the enhanced enactment of TL and teacher development. Teachers expected to influence and learn from one another in an educational environment where uncontrolled, unrestrained relations pertained, and identified their needs for the enactment of TL as a collaborative school culture and support mechanisms provided by the SMT. The nature and structure of PD practices, as well as the limitations of current PD practices and features of effective PD practices for the enhanced enactment of TL, were identified. The researcher utilised the findings of the research study to develop a schematic presentation of SMT strategies for the enhanced enactment of TL.

Key terms: School Management Teams; strategies; enactment; teacher leadership; professional development; secondary schools.

OPSOMMING

Deur die instelling van Skoolbeheerliggame (SBL) en Skoolbestuurspanne (SBS, SMT) na die aanvaarding van Suid-Afrikaanse post-apartheidwetgewing is demokratiese skoolbestuur afgedwing en gevestig. Dit baan dus die weg vir gedeelde- of deelnemende onderwyserleierskap (OL). Die sinvolheid van die versterkte toepassing van OL is begrond in die positiewe verbetering van die klimaat en kultuur van skole, doeltreffendheid en vermoë van onderwysers, en leerderdeelname en –betrokkenheid wat sal lei tot verbetering van die algehele skoolprestasie en -funksionering. Hoewel die funksie van SMTs deur wetgewing beskryf word (South African School's Act 84 of 1996; Personnel Administrative Measures (PAM), 2016), blyk die probleem te wees dat die rol en verantwoordelikhede van SMTs nie duidelik omskryf word nie – veral ten opsigte van die toepassing van OL.

In hierdie kwalitatiewe fenomenologiese studie, begrond in die interpretatiewe paradigma, het die navorser gepoog om strategieë te bepaal waardeur die toepassing van TL in sekondêre skole versterk kan word. Die studie is gedoen om sinvolle riglyne daar te stel vir toekomstige beleid om die presiese rol en verantwoordelikhede van SMTs te omskryf, in besonder rakende die versterkte toepassing van TL. Die studie het 'n populasie van vier kwintiel een plattelandse skole en een kwintiel vier semi-stedelike skool in die Volksrust-kring van die Gert Sibande Distrik op die Mpumalanga Hoëveld behels. Die navorser het nie-waarskynlike gerieflikheids-steekproefneming aangewend om die deelnemende sekondêre skole te kies, en doelgerigte steekproefneming om die deelnemers van die gekose skole te kies. Die steekproef het bestaan uit ses posvlak een onderwysers wat informele OL posisies beklee het. Data is ingesamel deur individuele, semi-gestruktureerde onderhoude, en die induktiewe proses is vir data-analise gebruik.

'n Algemene begrip van die konsep OL is bereik, waar OL toegepas is binne sowel as buite die klaskamer. Die rol van SMTs is gedefinieer as 'n bestuursrol sowel as 'n OL-rol, en die spesifieke verantwoordelikheid van SMTs as die formuleer en implementeer van skoolbeleid, bestuursverantwoordelikhede, versterking van die toepassing van OL en die ontwikkeling van onderwysers. Onderwysers verwag om van mekaar te leer en mekaar te beïnvloed, in 'n opvoedkundige omgewing waar verhoudings sonder beperkende maatreëls gebou kan word. Hulle het hul behoefte aan die toepassing van OL geïdentifiseer as 'n skoolkultuur van samewerking en ondersteuningmeganismes deur die SMT voorsien. Die aard en struktuur van professionele ontwikkelings(PD)-praktyke, sowel as die beperkings van huidige PD-praktyke en

die eienskappe van doeltreffende PD-praktyke, is ook geïdentifiseer. Die navorser gebruik die studie se bevindinge om ‘n skematiese voorstelling te ontwikkel wat die SMT strategieë vir die bevordering van OL aandui.

Sleutelterme: Skoolbestuurspanne; strategieë; toepassing; onderwyserleierskap; professionele ontwikkeling; sekondêre skole.

TABL E OF CONTENTS

CHAPTER 1

ORIENTATION TO THE STUDY 1

1.1 Introduction 1

1.2 Problem statement and rationale 2

1.3 Research questions 4

1.3.1 Main research question 4

1.3.2 Sub research questions 5

1.4 Purpose and objectives of research 5

1.4.1 Purpose 5

1.4.2 Objectives 5

1.5 Concept clarification and theoretical framework 5

1.5.1 Concept clarification 6

1.5.2 Theoretical framework 8

1.6 Research design and methodology 9

1.6.1 Research design 9

1.6.2 Research methodology 10

1.7 Trustworthiness 12

1.8 Ethical considerations 13

1.9 Role of the researcher 14

1.10 Contribution of the study 14

1.11 Chapter division 14

1.12 Summary 15

CHAPTER 2

SCHOOL MANAGEMENT TEAMS AS CATALYSTS FOR THE ENACTMENT OF TEACHER LEADERSHIP 16

2.1 Introduction 16

2.2 School Management Teams 17

2.2.1 School Management Teams in an international context 18

2.2.2 School Management Teams in South Africa 19

2.2.3 Roles and responsibilities of School Management Teams 20

2.2.4 School Management Teams and change 24

2.2.5 Barriers and enablers that affect the performance of School Management Teams to enhance the enactment of teacher leadership 28

2.2.6 Importance of the School Management Team in enhancing the enactment of teacher leadership 36

2.2.7 The Social Exchange Theory 38

2.3 Teacher leadership 39

2.3.1 Teacher leadership in an international context 41

2.3.2 Teacher leadership in the South African context 42

2.3.3 Dimensions, assumptions, and aspects of teacher leadership 45

2.3.4 Distributed teacher leadership 49

2.3.5 Teachers as leaders in secondary schools 50

2.3.6 Significance of teacher leadership 53

2.4 Professional development 55

2.4.1 Nature of professional development 56

2.4.2 Structure of current professional development practices and -programmes internationally 57

2.4.3 Structure of current professional development practices and programmes in South Africa 57

2.4.4 Significance of professional development 59

2.4.5 Limitations of professional development 61

2.4.6 Features of effective professional development 62

2.5 Summary 65

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY 68

3.1 Introduction 68

3.2 Research paradigm 69

3.3 Research design 70

3.4 Research method 70

3.4.1 Population and sampling strategy 71

3.4.2 Data collection 74

3.4.3 Data analysis 79

3.5 Trustworthiness 82

3.5.1 Credibility 82

3.5.2 Transferability 83

3.5.3 Dependability 83

3.5.4 Confirmability 83

3.6 Ethical considerations 84

3.7 Role of the researcher 85

3.8 Summary 86

CHAPTER 4

DATA ANALYSIS AND INTERPRETATION 87

4.1 Introduction 87

4.2 Data analysis 87

4.2.1 Method of data analysis 87

4.2.2 Discussion of results 91

4.3 Themes regarding the nature, structure, and significance of teacher leadership 96

4.3.1 The nature and structure of teacher leadership 96

4.3.2 The significance of teacher leadership 110

4.4 Themes regarding the roles and responsibilities of the School Management Team towards the enactment of teacher leadership 113

4.4.1 The roles of the School Management Team 113

4.4.2 The responsibilities of the School Management Team 116

4.5 Themes regarding the expectations and needs of teachers in relation to support provided by School Management Teams for the enactment of teacher leadership 124

4.5.1 The expectations of teachers 125

4.5.2 The needs of teachers 128

4.6 Themes regarding the professional development practices that could be implemented to improve the enactment of teacher leadership 133

4.6.1 The concept of professional development..... 133

4.6.2 Professional development practices 137

4.7 Data obtained from the field notes 143

4.8 Summary 144

CHAPTER 5

OVERVIEW, FINDINGS AND RECOMMENDATIONS..... 145

5.1 Introduction..... 145

5.2 Synoptic overview of the research 145

5.3 Synopsis of key findings 147

5.3.1 Understand and explain the nature, structure and significance of teacher leadership..... 148

5.3.2 Determine the School Management Teams' understanding of their roles and responsibilities towards the enactment of teacher leadership 150

5.3.3 Describe the expectations and needs of teachers in relation to support provided by School Management Teams for the enactment of teacher leadership..... 152

5.3.4 Explore and determine what professional development practices can be implemented to improve the enactment of teacher leadership 154

5.4 School Management Teams strategies for the enactment of teacher leadership..... 155

5.5 Recommendations..... 157

5.5.1 National level 157

5.5.2 Provincial level 158

5.5.3 District level 158

5.5.4 School level 158

5.6 Limitations of this study 159

5.6.1 Theoretical limitations 159

5.6.2 Executive limitations 159

5.7 Personal reflections on my research journey 160

5.8 Proposed future research 160

5.9 Conclusion 161

LIST OF TABLES

Table 3.1 Profile of selected participants 73

Table 3.2 Advantages of individual semi-structured interviews 75

Table 3.3 Challenges and counteracting measures of individual semi-structured interviews 77

Table 3.4 Schedule for conduction of interviews and field notes 79

LIST OF FIGURES

Figure 2.1 South African conceptualisation of TL (Van der Vyver et al., 2021:147) 44

Figure 2.2 Grant's (2008:93) model of teacher leadership..... 46

Figure 2.3 Webber's (2021:25) aspects of TL 47

Figure 3.1 Map indicating the location of the Volksrust circuit 72

Figure 4.1 Themes, categories and codes identified according to sub-research question one 92

Figure 4.2 Themes, categories and codes identified according to sub-research question two..... 93

Figure 4.3 Themes, categories and codes identified according to sub-research question three 94

Figure 4.4 Themes, categories and codes identified according to sub-research question four 95

Figure 5.1 Schematic presentation of SMT strategies for the enhancement of TL..... 156

LIST OF APPENDICES

Addendum A: Ethical Clearance Certificate....177

Addendum B: Letter to the District Director of the Gert Sibande District, Mpumalanga Department of Education....179

Addendum C: Letter to the Principals of the Secondary Schools Requesting Permission to Conduct Research....183

Addendum D: Letter to the SGB Chairperson of the Secondary Schools Requesting Permission to Conduct Research....187

Addendum E: Letter of Consent to all Participants....191

Addendum F: Interview Schedule....194

Addendum G: Sample of Content Analysis....201

Addendum H: Turnitin Report....217

Addendum I: Language Editing....218

LIST OF ACRONYMS AND ABBREVIATIONS

ACE	Advanced Certificate in Education
ADE	Advanced Diploma in Education
AMESA	Association of Mathematics Education of South Africa
ATP	Annual Teaching Plan
BEdHons	Baccalaureus Education Honnours
CPTD	Continuous Professional Teacher Development
DBE	Department of Basic Education
DH	Departmental Head
EduREC	Education Research Ethics Committee
EEA	Employment of Educators Act 76 of 1998
EMIS	Education Management Information System
FET	Further Education and Training
INSET	In-service Education and Training
IQMS	Integrated Quality Management System
KZN	Kwazulu-Natal
NWU	North-West University
OL	Onderwyserleierskap
PAM	Personal Administrative Measures
PD	Professional Development
PDE	Provincial Department of Education
QMS	Quality Management System
REQV	Relative Education Qualification Value
SACE	South African Council for Educators
SASA	South African Schools Act 84 of 1996
SBM	School-based Management
SBMC	School Management Committees

SET	Social Exchange Theory
SGB	School Governing Body
SLT	Senior Leadership Team
SMT	School Management Team
SWOT	Strengths, weaknesses, opportunities, threads
TL	Teacher leadership
UJ	University of Johannesburg
UNISA	University of South Africa
UP	University of Pretoria

CHAPTER 1
ORIENTATION TO THE STUDY

1.1 Introduction

The enactment of teacher leadership (TL) has its significance in the professional growth of teachers. This could result in the enhancement of overall teacher effectiveness and capability, learner motivation and participation and consequently an increase in overall school performance (Bantwini & Letseka, 2016:329; Bellibas *et al*., 2020:2; Botha & Triegaardt, 2015:213; Fennel *et al*., 2015:12; Grant, 2019:38; Hunzicker, 2012:268; Msila, 2020:103; Pan & Chen, 2020:1; Wan *et al*., 2018:133). Despite the encouraging impact of TL on the education system, the enactment of TL is often limited and not ensuing as expected (Berg & Zoellik, 2019:3; De Villiers & Pretorius, 2011:587; Driescher, 2016:1; Fennel *et al*., 2015:7; Grant, 2019:38; Hunzicker, 2012:269; Lovett, 2018:1; Moonsamy, 2010:11; Msila, 2020:101; Schott *et al*., 2020:2; Taylor *et al*., 2019:687; Webber, 2021:21; Williams, 2011:191).

The concept of TL is contained in most South African post-apartheid policies and legislation (South African Schools Act 84 of 1996), with the objective of shared and participative management (Grant *et al*., 2010:401; Van der Bijl & Prinsloo, 2016:34; Van der Mescht & Tyala, 2008:221; Van Wyk & Marumoloa, 2012:101). According to legislation (Norms and Standards of Educators 82 of 2000; Personal Administrative Measures (PAM), 2016), the role of teachers is to manage and to lead through shared decision-making processes, which led to the formation of School Management Teams (SMTs) (Bellibas *et al*., 2020:2; Benoliel & Somech, 2018:2; Kamaruzaman *et al*., 2020:234; Ntuzela, 2008:1; Pan & Chen, 2020:1; Van der Mescht & Tyala, 2008:230). Even though the systems for participative management and -leadership are in place, little is known about the roles and responsibilities of SMTs in South African schools (Bush & Glover, 2013:21; Bush & Glover, 2016:214; Buthelezi & Gamede, 2019:14547; De Villiers & Pretorius, 2011:587; Grant, 2019:37; Milondzo & Seema, 2015:3; Moonsamy, 2010:5; Msila, 2011:441; 2020:99; Van der Mescht & Tyala, 2008:224), especially concerning the support provided to teachers for the enactment of TL.

Professional development (PD) practices can be regarded as a tool of development that could be utilised by the SMT, enabling teachers to enact TL to their full potential (Borg, 2018:195; Flores, 2018:29; Hunzicker, 2012:267; Mestry *et al*., 2009:488; Msila, 2020:106; Ono & Ferreira, 2010:59; Pan & Chen, 2020:4; Zepeda *et al*., 2014:296). Granted that the positive impact of PD is recognized, current PD practices are often inadequate, insufficient, and frequently not

accomplishing the desired results (Borg, 2018:195; Govender, 2018:1; Hunzicker, 2012:267; Ono & Ferreira, 2010:59; Pan & Chen, 2020:4; Zepeda *et al*., 2014:296). With inadequate knowledge on the roles and responsibilities of SMTs and the limited enactment of TL, the question emerged regarding the strategies that could be implemented by SMTs in an attempt to enhance the enactment of TL in secondary schools.

In this chapter the researcher elaborates on the problems regarding the enactment of TL identified through previous research, and the rationale for the qualitative study. This chapter also elucidates the research questions and -objectives, concept clarification, as well as the theoretical framework that forms the backbone of the research. The research design and methodology that guided the research is briefly explained and then an overview of trustworthiness, ethical considerations and the role of the researcher is given. This first introductory chapter concludes with the contribution rendered by the study, as well as the chapter division.

1.2 Problem statement and rationale

Teacher leadership is a complex term and the definition of TL is often adaptive, inconsistent, diverse and described as an erratically defined term (Berg & Zoellik, 2019:3; Fennel *et al*., 2014:7; Grant, 2019:38; Hunzicker, 2012:269; Lovett, 2018:1; Moonsamy, 2010:11; Schott *et al*., 2020:2; Taylor *et al*., 2019:687; Webber, 2021:21). The ambivalence in defining TL results in the concept and nature of TL to be ambiguous, which leads to uncertainty in what TL entails (Fennel *et al*., 2015:7; Grant, 2019:38; Hunzicker, 2012:269; Lovett, 2018:1; Moonsamy, 2010:11). Some researchers define TL as teachers who lead and positively influence the professional growth of their peers (Arden & Okoko, 2021:70; Grant, 2019:38; Lovett, 2018:1); others argue that TL expands beyond the borders of the classroom (Grant, 2019:38), while others describe the dimensions of TL as the influence on peers, deeds beyond prescribed appointed duties and developing pedagogical excellence (Harris & Jones, 2019:123). To shed some light on the paradoxical concept of TL, researchers also distinguish between the informal- and formal enactment of TL.

Arden and Okoko (2021:71) as well as Bush (2015:671) theorise the structure of TL as “emergent”, where teachers decide to take the lead with certain tasks through informal leadership positions, while performing leadership roles without a formal title (Fennel *et al*., 2015:7; Hunzicker, 2012:269; Lovett, 2018:1; Moonsamy, 2010:11; Webber, 2018:4). Opposed to the informal enactment of leadership, TL could also be enacted through formal TL positions with the title of leader (Bush, 2015:671; Fennel *et al.,* 2014:7; Lovett, 2018:1; Webber, 2018:4).

Additionally, Grant *et al*. (2010:409) utilises Grant's (2008:93) model where the enactment of TL is divided into four zones, inside and beyond the classroom: zone one TL inside the classroom, zone two collaboration with colleagues and learners beyond the classroom, zone three participation in school level decision-making and zone four the management and leading of colleagues and peers among bordering communal schools (figure 2.2, § 2.3.3.1). This uncertainty and ambiguity regarding the concept, nature and structure of TL could hamper the enactment of TL and demands further research.

Teacher leadership is fundamental to ensure a positive and competent school climate and culture where effective teaching and learning could transpire, resulting in an enhancement of overall school performance (Bantwini & Letseka, 2016:329; Bellibas *et al*., 2020:2; Botha & Triegaardt, 2015:213; Fennel *et al*., 2015:12; Grant, 2019:38; Hunzicker, 2012:270; Msila, 2020:106; Pan & Chen, 2020:1; Wan *et al*., 2018:133). Despite the significance of TL, educational systems globally experience huge demands established by globalisation, resulting in teachers having more complex roles and responsibilities than ever before (Bantwini and Letseka, 2016:329; Fennel *et al*., 2015:10; Hunzicker, 2012:267; Karani, 2015:24; Van der Linde, 2006:512; Webber & Okoko, 2021:12; Williams, 2011:195). These high demands imposed on teachers lead to an increased demand for professional, skilled, experienced and agile teacher leaders, who could be trained and developed by strategies implemented by the SMT.

Since 1994, post-apartheid South African school systems have striven to follow a process of decentralisation, where some of the decision-making was handed over to schools (Benoliel & Somech, 2018:2; Bush & Glover, 2013:22; Grant *et al*., 2010:401; Koc & Bastas, 2019:925; Thurlow, 2003:22; Tyala, 2004:1; Van der Mescht & Tyala, 2008:221; Van Wyk & Marumoloa, 2012:101). This expanded participation in decision-making led to "*distributed leadership*" through establishing School Governing Bodies (SGBs) and SMTs (Bush & Glover, 2013:21; KZN Department of Education, 2010:5). The role and responsibility of a teacher to lead in the classroom or beyond as a member or non-member of the SMT, is defined in policies and legislation (Norms and Standards of Educators 82 of 2000). The problem emerged however, that the new focus and vision of participatory TL (South African Schools Act 84 of 1996) is not necessarily apparent in emergent democracies, such as South African schools (Driescher, 2016:1; Grant, 2019:37; Manual, 2012:2; Msila, 2020:106; Williams, 2011:191). This limited enactment of TL could be further hindered owing to very limited research done on TL in emerging democracies, including South Africa (De Villiers & Pretorius, 2011:587; Grant, 2019:37; Moonsamy, 2010:5). Bush and Glover (2013:34) as well as Van der Mescht and Tyala (2008:224) blame the unclear role of the SMT and argue that uncertainty as well as ambiguity

exists regarding their roles and responsibilities. With little being known on the roles and responsibilities and efficiency of SMTs in South African schools, Bush and Glover (2013:21), Cranston and Ehrich (2005:80), as well as Grant (2019:37), prompt for research on the roles and responsibilities of SMTs in the enactment of TL in emerging democracies, to be continued. One of the essential roles and responsibilities of the SMT should be to employ PD as a strategy to enhance the enactment of TL.

Professional development is described as the growth in knowledge and skills throughout the teacher's career (South African Council for Educators, 2012:2). Several researchers identify PD to serve as an appropriate practice to enhance the enactment of TL and posit that PD forms the basis for the improvement of teaching practice and leadership (Borg, 2018:195; Flores, 2018:24; Hunzicker, 2012:268; Mestry *et al*., 2009:488; Ono & Ferreira, 2010:59; Pan & Chen, 2020:4; Zepeda *et al*., 2014:296). However, models of training used during PD are often inadequate, insufficient, and frequently do not attain the required results (Borg, 2018:195; Govender, 2018:1; Hunzicker, 2012:267; Ono & Ferreira, 2010:59; Pan & Chen, 2020:4; Zepeda *et al*., 2014:296). Therefore, in order to develop strategies for the enhanced enactment of TL, implemented by the SMT, research on PD practices needs to be furthered.

With the problem areas identified and grounded in the required research, the significance and value of this qualitative study was embedded in the importance of and necessity for the enactment of TL through participative management. Further research was needed to ensure that the roles and responsibilities of the SMT were identified, as well as strategies that could be implemented to enhance the enactment of TL in secondary schools. The significance of the study was anchored in the fact that the determined strategies could be utilised to direct educational policies to give clear guidance on the roles and responsibilities of the SMT regarding the enactment of TL.

1.3 Research questions

The following main research question and sub-questions were formulated and guided the researcher in the research:

1.3.1 Main research question

What strategies can be implemented by School Management Teams to enhance the enactment of teacher leadership in secondary schools?

1.3.2 Sub research questions

- What is the nature, structure and significance of teacher leadership?
- How do School Management Teams understand their roles and responsibilities towards the enactment of teacher leadership?
- What are the expectations and needs of teachers in relation to support provided by School Management Teams for the enactment of teacher leadership?
- What professional development practices can be implemented to improve the enactment of teacher leadership?

1.4 Purpose and objectives of research

In accordance with the above research questions the following research purpose and -objectives were identified:

1.4.1 Purpose

The purpose of this qualitative study was to develop strategies that School Management Teams can implement that would enhance the enactment of teacher leadership in secondary schools.

1.4.2 Objectives

- To understand and explain the nature, structure and significance of teacher leadership.
- To determine School Management Teams' understanding on their roles and responsibilities towards the enactment of teacher leadership.
- To describe the expectations and needs of teachers, in relation to support provided by School Management Teams for the enactment of teacher leadership.
- To explore and determine what professional development practices can be implemented to improve the enactment of teacher leadership.

1.5 Concept clarification and theoretical framework

Each researcher's personal perspective or frame of reference determines or guides the research (Sitwala, 2014:185). A conceptual clarification and a theoretical framework were essential to provide focus for the research, and to prevent it from meandering aimlessly on an indecisive course (Sitwala, 2014:186). The aim of this section was to provide an overview of the concept clarification and theoretical framework that embedded the research.

1.5.1 Concept clarification

The key concepts that underpinned the research were: School Management Teams, strategies, professional development, teacher leadership, distributed leadership, enhanced enactment and the context of secondary schools.

1.5.1.1 School Management Team

South African post-apartheid legislation (South African School's Act 84 of 1996) allowed for the establishment of SMTs, under the headship of the principal, with the purpose of democratising school management (Bellibas *et al*., 2020:2; Benoliel & Somech, 2018:2; Bush & Glover, 2013:22; Kamaruzaman *et al*., 2020:234; Ntuzela, 2008:1; Pan & Chen, 2020:1; Tyala, 2004:1; Van der Mescht & Tyala, 2008:230). The SMT generally consists of the principal, deputy principal and Departmental Heads (DHs) (Maja, 2016:4; Ramalepe, 2014:19). South African principals have insignificant influence on the conformation of SMTs; however, principals may co-opt post-level one teacher leaders based on their knowledge, skills, and superiority, to serve on the SMT (Bush & Glover, 2013:22; Maja, 2016:4; PAM, 2016). For the purpose of this study, the SMT consisted of the principal, deputy principal(s), the DHs and post-level one teacher leaders co-opted to serve on the SMT.

1.5.1.2 Strategies

From Greek, the concept of strategy refers to a sophisticated proposal to accomplish goals and objectives under insecure circumstances (Barad, 2018:1). The Merriam-Webster dictionary complements this explanation and defines strategy as a cautious disposition or process, or the skill to utilise plans to achieve goals and objectives (Merriam-Webster, Inc., 2021). With the intention of clarifying strategies as a concept for this study, strategy referred to the plans, practices, activities and procedures utilised by the SMT in order to enhance the enactment of teacher leadership.

1.5.1.3 Professional development

Researchers identify professional development (PD) to enhance the enactment of TL (Mestry *et al*., 2009:488; Hunzicker, 2012:268; Pan & Chen, 2020:4; Ono & Ferreira, 2010:59). PD practices occur in many forms and focus on the professional development of the teacher (Borg, 2018:195; Kalinowski *et al*., 2019:1). Although Mosoge (2008:166) refers to PD as "talent development", researchers agree that PD is any action which results in positive change throughout the teacher's career (Borg, 2018:195; Kalinowski *et al*., 2019:1). In this qualitative study, PD was defined as the growth in knowledge and skills throughout the career of the

teacher, to ensure adaptation to a continually changing teacher environment (South African Council for Educators (SACE), 2012:2). PD is regarded by researchers as a strategy to enhance the enactment of TL (Borg, 2018:195; Ono & Ferreira, 2010:59; Pan & Chen, 2020:4; Zepeda *et al*., 2014:296).

1.5.1.4 Teacher leadership

Teacher leadership is described as the act of engaging in school-level decision making, acting as a mentor instructing and guiding the growth of colleagues, or being a leader justifying change that leads to educational improvement (Berg & Zoellik, 2019:3; Katzenmeyer & Moller, 2009:5; Schott *et al*., 2020:2; Taylor *et al*., 2019:687; Webber & Okoko, 2021:7). Researchers distinguish between formal TL as a teacher with a formal title and informal TL as a teacher without a formal position, role, and responsibility, who positively influences colleagues (Bush, 2015:671; De Villiers & Pretorius, 2011:575; Fennel *et al.*, 2015:7; Grant, 2019:38; Hunzicker, 2012:270; Katzenmeyer & Moller, 2009:6; Lovett, 2018:1; Moonsamy, 2010:11; Webber, 2018:4). For the purpose of this qualitative study, formal as well as informal TL was defined as a practice in which an expert teacher positively influences peers, colleagues and community members, with a positive effect on school culture and climate, resulting in a general enhancement of effective teaching and learning.

1.5.1.5 Distributed leadership

Distributed leadership, also known as participative or shared leadership, is grounded in the South African Schools Act, which democratised South African school management. Teacher leadership is no longer confined to the principal or formal leadership positions, but also expands to teachers in informal leadership positions, who influence colleagues or possess “power” (Bush & Glover, 2013:22; Grant, 2019:37; Harris, 2003:319; Van der Vyver *et al.*, 2021:130; Williams, 2011:193). In this study, distributed leadership refers to shared leadership, creating opportunity for teachers in both formal and informal leadership positions, to participate in decision-making processes.

1.5.1.6 Enhanced enactment

From the Oxford Dictionary and Thesaurus the concept of enactment, as used in this study, is described as to “act out”, while enhanced refers to an “increase in quality, value or extent of something”. The Cambridge dictionary defines enactment as “the act of putting something into action” (Cambridge, Inc., 2021). With the aim of clarifying the concept for this study, enhanced

enactment referred to the expanded act of executing teacher leadership in an educational environment.

1.5.1.7 Secondary schools

Secondary schools in South Africa comprise grades eight to twelve, which normally take five years to complete. The lower phase involves grades seven (which is part of the Primary schools) to nine, is compulsory and students usually start at age 12 or 13 with grade eight in secondary schools. The upper phase (grades ten to twelve), which is also known as Further Education and Training (FET), lasts up to grade 12 and is not compulsory (Macha & Kadakia, 2017).

1.5.2 Theoretical framework

The theoretical framework underpinned the research and established the theoretical foundation upon which the strategies utilised by the SMT for the enhanced enactment of TL, could be determined. As this qualitative study entailed three major aspects, SMTs, TL and PD, the researcher assumed that the inclusion of a model or theory under each aspect would enrich the quality of the study. Grant's (2008:93) four zone-model indicating the different zones of enactment of TL (§ 2.3.3.1) was therefore used, to guide the researcher to possible areas where the SMT could enhance teachers' enactment of TL. As PD could be utilised as strategy to enhance TL, the Oldroyd and Hall model (Oldroyd & Hall, 1991:28) (§ 2.4.3.1) was applied to distinguish between PD practices as either professional training or professional support. This model of PD practices steered the researcher regarding the type of PD practices that could be employed by the SMT to enhance the enactment of TL. Additionally, the Social Exchange Theory (SET) (§ 2.2.7) was used, in order to substantiate the social aspect and interaction needed between the teachers and SMT. In the following sections, the researcher conveys a brief synopsis on the models and theory that were chosen to underpin this qualitative research study.

1.5.2.1 Grant's four zone model

Grant's (2008:93) model of teacher leadership (§ 2.3.3.1) divides the enactment of TL into four zones, inside and beyond the classroom. The enactment of TL in zone one involves the development of teaching- and leadership skills within the classroom, while TL in zone two encompasses collaboration with colleagues and learners beyond the classroom. TL in zone three involves participation in "school level decision-making", as well as managing and leading

peers and colleagues, while the enactment of TL in zone four comprises the management and leading of colleagues and peers among bordering communal schools (Grant, 2008:93).

1.5.2.2 Oldroyd and Hall model

The Oldroyd and Hall Model (Oldroyd & Hall, 1991:28) categorises PD practices and activities as either professional training (type A activities) (§ 2.4.3.1.1) or as professional support (type B activities) (§ 2.4.3.1.2). Whereas professional training refers to teacher development at institutions through structured training activities, professional support refers to school-based activities, self-initiated by the teacher (Mosoge, 2008:165).

1.5.2.3 Social Exchange Theory

The Social Exchange Theory (SET) is used to enhance the understanding of human behaviour in the workplace (§ 2.2.7). SET applies to the working relationships between individuals and is anchored in the assumption that the behaviour of an individual is influenced by the expectation to receive benefits in return (Blau, 1964, cited by Cropanzano & Mitchell, 2005:874). According to SET, the quality of working relationships is grounded in certain social reactions due to the actions and deeds of colleagues and participants in the workplace (Redmond, 2015:2).

1.6 Research design and methodology

Research design and methodology are the plans and the procedures the researcher followed, to answer the research questions and reach the objective of determining strategies employed by the SMT to enhance the enactment of TL. The researcher used a qualitative approach with a phenomenological research strategy, embedded in an interpretive paradigm (§ 3.2). Purposive and convenience sampling were used to select participants that were familiar with the phenomenon under study (§ 3.4.1). Data were generated using individual, semi-structured interviews (§ 3.4.2), and were analysed through the inductive process of content analysis (§ 3.4.3), with the intention to determine enhancing TL strategies.

1.6.1 Research design

A qualitative research approach was used to explore the enhanced understanding of a certain lived experience: strategies SMTs could employ to enhance the enactment of TL (Creswell, 2012:16; Creswell, 2014:4; Grosser *et al.,* 2018:51; Nieuwenhuis, 2020a:59). Qualitative research was considered appropriate as the collected data enclosed words (Cohen *et al*., 2018:301; McMillan & Schumacher, 2010:346; Nieuwenhuis, 2020a:59) in the form of transcribed interviews, which incorporated the SMTs' understanding of their roles and

responsibilities towards the enactment of TL and teachers' expectations and needs in relation to support needed from the SMT for the enhanced enactment of TL.

A phenomenological strategy of inquiry was relevant as it is particularly suitable for small-scale research and enabled the researcher to collect data from the participants' natural setting: secondary schools in the Volksrust circuit of the Gert Sibande district (Grosser *et al*., 2018:51; Cohen *et al*., 2011:447; Creswell, 2014:4). Phenomenology focusses on what participants experience and how they experience a certain phenomenon (Cohen *et al*., 2011:300; Creswell, 2014:14; Leedy & Ormrod, 2014:147; McMillan & Schumacher, 2010:346; Nieuwenhuis, 2020b:86).

This qualitative phenomenological study was underpinned by an interpretive research paradigm, where the interpretive researcher intended to explore the understanding, expectations and needs of SMTs and teachers (as participants) regarding the enactment of TL (Cohen *et al*., 2018:5; Maree, 2020:36; Nieuwenhuis, 2020a:67; Cohen *et al*., 2018:20). These understandings, expectations and needs were constructed into findings by the interpretive researcher (Grosser *et al.,* 2018:25; Nieuwenhuis, 2020a:67; Cohen *et al*., 2018:20), in an attempt to answer the research questions and to construct collaborative meaning and understanding to the research problem.

1.6.2 Research methodology

Research methodology refers to the manner in which the researcher collected data and attained the findings of the study (Nieuwenhuis, 2020a:57). Non-probability purposive and convenience sampling were used, individual semi-structured interviews were chosen as data collection method and content analysis was the method of choice to systematically analyse the collected data.

1.6.2.1 Population, research site and sampling

The population included SMT members and post level one teachers (§ 2.2.2), who act as leaders in formal and informal TL positions (§ 2.3.3.2). Formal TL positions encompass all principals, deputy principals and Departmental Heads, occupying post level two positions or higher and serving on the SMT. Teachers occupying informal TL positions involve teachers with post level one positions, who are not members of the SMT, but have the self-assurance and skill to lead, even without a formal and official TL title. The population resides in the five secondary schools in the Volksrust circuit of the Gert Sibande district on the Highveld of Mpumalanga.

One school is regarded as a semi-urban, quintile four secondary school and the other four regarded as rural, quintile one secondary schools (§ 3.4.1).

Non-probability purposive and convenience sampling were used in this qualitative study (§ 3.4.1). The researcher used convenience sampling to select the three secondary schools closest to her residience as the research site (one semi-urban and two rural secondary schools). The researcher used a willing and independent person to purposively select perceptive and willing participants, based on the criteria provided by the researcher. The non-probability purposive sampling was done with the specific purpose in mind, to best comprehend the SMTs' understanding of their roles and responsibilities towards the enactment of TL, and the expectations and needs of post-level one teachers regarding support provided by the SMT in the enactment of TL (Cohen *et al*., 2011:156; Maree & Pietersen, 2020:214; Nieuwenhuis, 2020b:93).

The sample size consisted of a total of twelve participants: six post-level one teachers (two from each selected school) who are non-members of the SMT, and occupying informal TL positions, and six SMT-members (two from each selected school), occupying formal TL positions (table 3.1, § 3.4.1). Participants were selected according to their willingness to participate, as well as years' experience to ensure that selected participants had gained sufficient understanding of the needs and expectations in the enactment of TL.

1.6.2.2 Data collection

The researcher utilised individual semi-structured interviews, which are cooperative discussions, to probe participants with open-ended questions, contained in a planned interview schedule (§ 3.4.2) (Addendum F) (Cohen *et al*., 2018:506; Creswell, 2012:217; Leedy & Ormrod, 2014:149; Nieuwenhuis, 2020b:108). Open-ended questions were particularly suitable, as it enabled the collection of ample, directed data and included verbal, as well as non-verbal data (Nieuwenhuis, 2020b:108; Cohen *et al*., 2018:506).

Granted that the participants' permission to record the interviews had been acquired, the collected data were recorded, transcribed and typed into a data folder, with labelled sub-data files (Cohen *et al*., 2018:506; Creswell, 2012:217; Nieuwenhuis, 2020b:108). The researcher further made field notes while conducting the interviews with the intention to enhance the depth of the collected linguistic data. The individual semi-structured interviews embraced the validity, richness, depth of response, trustworthiness and sincerity of participants' understanding, expectation and needs (Cohen *et al*., 2018:475; Creswell, 2012:217) and could be adjusted using virtual platforms (Zoom, Google Meet or MS Teams). As all participants agreed to

individual face-to-face interviews, strict COVID-19 protocol (§ 3.4.2) was adhered to, to protect the health of the interviewer as well as the interviewee(s).

1.6.2.3 Data analysis

The chosen method of data analysis (§ 3.4.3) for this study was the process of content analysis (Nieuwenhuis, 2020c:119). Content analysis is an inductive process where volumes of raw text data, containing teachers' perceptions and opinions regarding the enactment of TL, were systematically examined and compacted into content categories via following coding rules (Creswell, 2012:214; Nieuwenhuis, 2020c:123). Consequently, the raw text data were developed and derived into themes, concepts, explanations, interpretations, understandings and summaries, which explained the phenomenon under study expansively (Cohen *et al*., 2018:645; Grosser *et al*., 2018:61).

The four steps that were followed during content data analysis were the preparation, coding, categorising and interpretation of the transcribed text (Nieuwenhuis, 2020c:134). Preparation aimed at ordering and decreasing the volume of data, coding in dividing and marking data in "meaningful analytical units", categorizing in the grouping of "various codes into a system" and interpretation in clasping the core and nature of the lived experience (Nieuwenhuis, 2020c:136). In order for the findings of the research study to be transferable, the research study had to be trustworthy.

1.7 Trustworthiness

Trustworthiness reveals the truthfulness and reliability of data, as well as consistency with the findings (Grosser *et al*., 2018:65). In this qualitative study, the researcher acted as the interviewer and had the responsibility to declare her own predisposition and to record and transcribe data authentically and without any bias (Grosser *et al.,* 2018:53; Maree, 2020:47; Nieuwenhuis, 2020c:145). Guba suggested four criteria for trustworthy research: credibility, transferability, dependability, and confirmability (§ 3.5) (cited Nieuwenhuis, 2020c:144). Credibility (§ 3.5.1) reveals the extent in which the collected data are authentic and generated according to accepted procedure (Cohen *et al*., 2018:248; Grosser *et al*., 2018:65), whereas transferability (§ 3.5.2) refers to the possibility to apply the findings of the research to other similar secondary schools (Grosser *et al*., 2018:65; Nieuwenhuis, 2020c:144). Dependability (§ 3.5.3) on the other hand, denotes to the ability of the research to reveal expansive detail regarding the execution of the research design and method (Cohen *et al*., 2018:248; Grosser *et al*., 2018:65; Nieuwenhuis, 2020c:144) and confirmability (§ 3.5.4) to the extent to which the

findings of a research study are formed by the opinions of the participants and not through the prejudice of the researcher (Nieuwenhuis, 2020c:145).

1.8 Ethical considerations

Ethical considerations refer to the moral responsibilities and appropriate conduct of the researcher during research and involve aspects such as obtaining permission and consent, safeguarding the participant, as well as treating the participant with kindness and honesty (Cohen *et al*., 2018:111; Grosser *et al*., 2018:66; Maree, 2020:47). The ethical considerations undertaken by the researcher are briefly mentioned, as an in-depth discussion is provided in chapter three (§ 3.6).

Prior to embarking on this qualitative study, the researcher obtained ethical clearance from the Ethics Committee of the NWU (EduREC) (Addendum A) and abided by all ethical regulations set out by the University. The researcher then obtained written and informed consent from the District Director of the DBE (Addendum B), as well as the principals (Addendum C) and chairpersons of the SGBs (Addendum D) of the selected schools. Each principal was requested to recruit an independent person who selected the willing and perceptive sample of participants. The independent person obtained informed, voluntary, and written consent from each participant (Addendum E) to conduct and record the individual, semi-structured interviews. The anonymity and confidentiality of participants was thoroughly protected, and all participants were treated fairly, with respect, consideration, and honesty throughout the study (Cohen *et al*., 2018:472; Grosser *et al*., 2018:66; Maree, 2020:48). Participants were assured that their privacy would not be invaded, they had the right to withdraw from the research at any time, could indicate that they did not want to answer a certain question during the interview, and the researcher ensured that they were not harmed in any way (Cohen *et al*., 2018:471). During the personal, individual face-to-face interviews, COVID-19 protocol (§ 3.4.2) was strictly adhered to, in an attempt to protect the safety of both interviewee and interviewer.

During data collection the secondary schools as research sites were respected by minimizing disruption of the research site through considering time-tables and schedules (Creswell, 2012:23). Ethical considerations during data analysis involved respect towards participants and reporting the data in an honest manner, without altering any findings (Creswell, 2012:24). Mentioning the role of the researcher in the process of data collecting supports the ethical considerations of the research study.

1.9 Role of the researcher

In this qualitative study, the researcher acted as the interviewer, and had the role of working co-operatively with the participants, while recording and transcribing data authentically, without any bias and according to research ethics (Grosser *et al.,* 2018:53; Maree, 2020:47). The researcher had to strictly adhere to ethical considerations throughout the research.

1.10 Contribution of the study

The significance of this study was rooted in the contribution towards determining strategies that could be employed by SMTs in an attempt to enhance the enactment of TL in secondary schools. This study addressed the research problems identified: the ambiguous concept, nature and structure of TL and the uncertainty and ambiguity regarding the roles and responsibilities of SMTs in the enactment of TL. The findings of the study could be utilised to guide officials in assembling policies regarding the enactment of TL, as current legislation (Norms and Standards of Educators 82 of 2000; PAM) is vague and unclear (Manual, 2012:2). The recommendations of the study could be employed by SMTs of secondary schools to enhance the school's culture and climate, teacher effectiveness and capability, learner motivation and participation, as well as overall school performance through distributive TL. Knowledge constructed from these findings is transferable, will contribute to current literature and research on the phenomenon, and could be applied in similar situations in order to enhance the enactment of TL. This study was located in the research entity, Edu-Lead that is expected to enhance stakeholders' knowledge and increase awareness regarding the enactment of TL in a South African context.

1.11 Chapter division

Chapter 1: Orientation to the study

This chapter elaborated on the problem statement and rationale of the research study regarding the enactment of TL, and included the research questions and objectives, as well as an overview of the whole research process.

Chapter 2: School Management Teams as catalysts for the enactment of teacher leadership

This chapter outlined a conceptual and theoretical framework for the research study, based on literature and previous research done.

Chapter 3: Research design and methodology

This chapter elucidated the research paradigm, design and methodology, procedures followed to enhance trustworthiness, ethical considerations undertaken and a declaration of the role of the researcher.

Chapter 4: Data analysis and interpretation

Chapter four presented and analysed the comprehensive, qualitative data collected and elaborated upon the method of data analysis, and the results and themes identified through the process of content analysis.

Chapter 5: Findings, recommendations, and conclusion

This chapter outlined a synoptic overview of the whole research process and intended to provide a synopsis of the key findings, interpretations, suggested strategies and recommendations for the enhanced enactment of TL in secondary schools.

1.12 Summary

The orientation chapter of the research report portrayed an overview of problems identified (§ 1.2) regarding strategies employed by SMTs in relation to the enhanced enactment of TL in secondary schools. The research questions and objectives (§ 1.3 & 1.4) were formulated in order to guide the proposed research. The researcher aimed to depict a brief indication of the key concepts dealt with during the research and cited Grant's (2008:93) four zone-model for the enactment of teacher leadership, the Oldroyd and Hall Model (Oldroyd & Hall, 1991:28) of PD as well as the Social Exchange Theory (Blau, 1964, cited by Cropanzano & Mitchell, 2005:874), as theoretical framework. The researcher decided upon a qualitative research approach, following a phenomenological strategy of inquiry, underpinned by an interpretive research paradigm. Measures to ensure a trustworthy research, the ethical considerations taken into account were declared, as well as the contribution of the study to educational systems.

The next chapter established a conceptual and theoretical framework, in order to ground the proposed research in literature, developed an understanding of the components of each and compared findings to previous research completed on these concepts.

CHAPTER 2
SCHOOL MANAGEMENT TEAMS AS CATALYSTS FOR THE ENACTMENT OF TEACHER LEADERSHIP

2.1 Introduction

Teacher leadership is a complex, often erratically defined term. Although the definition of TL is adaptive, inconsistent and diverse, researchers agree that TL is a critical aspect in schools (Berg & Zoellik, 2019:3; Fennel *et al*., 2015:7; Grant, 2019:38; Hunzicker, 2012:269; Lovett, 2018:1; Moonsamy, 2010:11; Schott *et al*., 2020:2; Taylor *et al*., 2019:687; Webber, 2021:21; Webber & Okoko, 2021:5). TL can have a significant impact on the enhancement of learner motivation and participation, overall school performance, culture, and climate, as well as overall teacher effectiveness and -capability (Bantwini & Letseka, 2016:329; Bellibas *et al*., 2020:2; Botha & Triegaardt, 2015:213; Fennel *et al*., 2015:12; Grant, 2019:38; Hunzicker, 2012:27; Pan & Chen, 2020:1; Wan *et al*., 2018:133). The enactment of TL can also enable the professional growth of colleagues, attain schools' vision and implement change initiatives to the benefit of the school and larger community (Arden & Okoko, 2021:54; Aris, 2021:46; De Villiers & Pretorius, 2011:574; Fennel *et al*., 2015:12; Grant, 2019:38; Grant *et al*., 2010:402; Harris, 2003:318; Hunzicker, 2012:270; Khumalo, 2018:12167; Moonsamy, 2010:37; Printy & Liu, 2021:291; Wan *et al*., 2018:133; Warren, 2021:8; Webber, 2021:31; Williams, 2011:195). The significance of TL is further highlighted to adhere to demands set to educational systems all over the world due to the rapid changing economical, technological, social, and political demands of globalization (Hunzicker, 2012:267; Fennel *et al*., 2015:10; Webber & Okoko, 2021:12; Williams, 2011:195).

In the past two decades, educational systems in many countries all over the world, have embarked on a decentralised, school-based educational management system, encorporating expanded TL opportunities (Koc & Bastas, 2019:925; Thurlow, 2003:22; Van der Mescht & Tyala, 2008:222). School-based management (SBM) is characterised by the democratic partaking of personnel, with a prospective rapid and flexible response to circumstantial challenges, resolved by school-based proficiency (Cranston & Ehrich, 2005:79; Koc & Bastas, 2019:925; Van der Mescht & Tyala, 2008:222). The objective of implementing SBM in South Africa, resulted in the formation of SMTs that assist and support the principal during day-to-day- and strategical managerial tasks (KZN Department of Education, 2010:5). School-based management authorises SMTs to decide upon managerial school matters (school finances, personnel, teaching and learning, as well as strategic- and organisational planning), informed by

legislation and policies set by the National Departments of Education. The participation in managerial school matters unwraps opportunities for the enactment of TL beyond the classroom to all teachers occupying formal and informal TL positions, either as members or non-members of the SMT.

SMTs have various roles and responsibilities (§ 2.2.3). Apart from their managerial role, SMTs have a leadership role, manifesting in the responsibilities to create opportunities to develop teachers and to enhance the enactment of TL as catalysts or facilitators. In order to fulfil these responsibilities, SMTs could utilise professional development (PD) as a strategy to develop the knowledge and skills throughout the teacher's career, enabling teachers to enact TL to their full potential. Although TL can have a positive impact on education, and should be implemented in SBM, the enactment of TL is not proceeding as expected.

This chapter aims to set a conceptual and theoretical framework for the research study, based on literature and previous research done. The concepts School Management Teams, teacher leadership and the formal and informal dimensions of the enactment thereof (Webber, 2018:4; Webber, 2021:25), as well as professional development, were unwrapped. Although the positive impact of PD is recognized, current PD are often inadequate, insufficient and frequently do not accomplish the desired results (Borg, 2018:195; Hunzicker, 2012:267; Ono & Ferreira, 2010:59; Pan & Chen, 2020:4; Zepeda *et al*., 2014:296). In order to determine strategies utilised by SMTs to enhance the enactment of TL in secondary schools, the Oldroyd and Hall Model (Oldroyd & Hall, 1991:28) for PD (§ 2.4.3), Grant's (2008:93) four zone-model for the enactment of TL (§ 2.3.3.1) and the Social Exchange Theory (§ 2.2.7) were utilised as theoretical framework.

2.2 School Management Teams

School Management Teams (SMTs) evolved from the principle of home-based school management and form a critical part of the effective functioning of a school. SMTs are organisational structures that need to create a framework for efficient school-based educational management and responsible TL, in order to improve school performance (Cranston & Ehrich, 2005:80; KZN Department of Education, 2010:6; Setlhodi-Mohapi & Lebeloane, 2014:477). The capability of the members of the SMT determines the quality of teaching and learning and therefore the overall effectivity of the school (KZN Department of Education, 2010:6; Department of Basic Education, 2018:2; Foster, 2004:35; Milondzo & Seema, 2015:1; Ndimane, 2005:1; Ramalepe, 2014:15; Setlhodi-Mohapi & Lebeloane, 2014:475). The SMT should apply distributed or participative TL practices enabling all teachers to develop their TL knowledge and

skills in formal and informal TL positions (Bellibas *et al*., 2020:2; Benoliel & Somech, 2018:2; Kamaruzaman *et al*., 2020:234; Ntuzela, 2008:1; Pan & Chen, 2020:1; Van der Mescht & Tyala, 2008:230).

The prime importance of the SMT is to enhance overall school performance through proper support, guidance and motivation, embedded in agreed-upon standards, as well as the vision, mission and ethos of the school (KZN Department of Education, 2010:6; Milondzo & Sema, 2015:2; Ramalepe, 2014:15; Setlhodi-Mohapi & Lebeloane, 2014:475). The aim of SMTs should be to continuously focus on and enhance the teaching and learning of children as the central calling of education, through competent management and the provision of proficient leadership (KZN Department of Education, 2010:6; Department of Basic Education, 2018:2; Milondzo & Sema, 2015:2; Mosoge & Mataboge, 2021:94; Ramalepe, 2014:15; Setlhodi-Mohapi & Lebeloane, 2014:477). Efficient SMTs create a school environment where "teachers teach, learners learn, managers manage and stakeholders provide requisite support" (Setlhodi-Mohapi & Lebeloane, 2014:475). Inefficient SMTs on the other hand, expose substandard management and TL, are incapable to conquer challenges and are a direct cause of schools to underperform (Msila, 2011:434; Setlhodi-Mohapi & Lebeloane, 2014:476).

In an attempt to determine SMT strategies for the enactment of TL, literature was scrutinized to unwrap SMTs as a concept and to describe their roles and responsibilities. SMTs as facilitators of educational change, the barriers and enablers affecting their performance to enhance the enactment of TL, as well as the importance of SMTs in the enactment of TL, were then evaluated. As the SMTs' strategies to enhance the enactment of TL would involve interaction between the SMT and teachers, the Social Exchange Theory (SET) was utilised as a theoretical model to embed the understanding of human behaviour in the workplace. Internationally, as evident and utilised in South Africa, educational management is also based on the SBM system, although in a variation of forms, structures and compilations.

2.2.1 School Management Teams in an international context

In an international context, school management is executed by residing school- and teacher leaders through teamwork, in a SBM system. Caldwell (2005:1) describes SBM systems as a "systematic decentralisation" in decision-making, power and accountability, regarding important matters associated to school processes. Globally, governments strive to transform and improve education by using SBM in various forms to develop strategies, through utilising indigenous knowledge and expertise (Caldwell, 2005:1; Cranston & Ehrich, 2005:80). Canada, Australia, the United Kingdom, New Zealand and the United States of America were of the first countries

to introduce the SBM-system (Caldwell, 2005:2; Thurlow, 2003:23). At the beginning of the 21st century many other countries embarked on this management strategy. SBM is regarded as teamwork (in the form of SMTs) with the distributed responsibility of important decision-making processes regarding policy and strategy, as well as the overall management of the school (Benoliel & Somech, 2018:2; Cranston & Ehrich, 2005:80). SBM is employed internationally in various forms.

England utilises Senior Leadership Teams (SLTs) where TL is distributed across staff members according to their knowledge and capabilities (Bush & Glover, 2013:22). Australia embraces the concept of teamwork where Senior Management Teams (SMTs) occupy tactical leadership positions and decision-making responsibilities in schools, in order to recognise and cultivate anticipated environments, suitable for enhanced teaching and learning (Cranston & Ehrich, 2005:79). On the African content, Ghana as well as Nigeria includes School Management Committees (SBMC) in SBM practices (Abreh, 2017:61; Chinenye & Victor, 2018:32). The composition of SBM-teams varies globally, although the principal and deputy principal are normally included, with an addition of other senior personnel and even school boards such as parents and community representatives (Benoliel & Somech, 2018:5; Cranston & Ehrich, 2005:80; Maja, 2016:4; Ramalepe, 2014:19; Van der Mescht & Tyala, 2008:230). Following in the footsteps of the other countries who successfully incorporated SBM in the form of SLTs, SMTs or SBMCs, the South African education department also embarked on SBM in the late nineties.

2.2.2 School Management Teams in South Africa

Prior to 1994, the principal of a South African school acted as the sole manager, had the power and authority in all decision-making processes, with limited involvement of personnel and parents (Mosoge & Mataboge, 2021:93; Ramalepe, 2014:15). This led to a top-down method of management, where stakeholders received orders and instructions from school principals without any discussion or intercession, resulting in submissive individuals with limited or no opportunity of development or the enactment of TL (Bush, 2007:395; Grant, 2019:38; Gumede, 2011:3; Harris, 2003:319; Makoella & Makhalemele, 2020:302; Ramalepe, 2014:16; Theron, 2013:190; Williams, 2011:194).

At the dawn of democracy after 1994, the Task Team on Education Management Development (Department of Education, 1997) suggested a restructuring of educational management. The South African Department of Education strove to reform the educational inequity, which was evident during the apartheid regime. This aim manifested in post-apartheid

legislation (South African School's Act, 84 of 1996 (SASA)), with the purpose of self-management and democratising school management through the introduction of SBM, participative management, teamwork and distributed TL (Benoliel & Somech, 2018:2; Bush & Glover, 2013:22; Thurlow, 2003:21; Tyala, 2004:1; Van der Mescht & Tyala, 2008:221; Van Wyk & Marumoloa, 2012:101). The Norms and Standards for Educators (2000) and the Employment of Educators Acts, 76 of 1998 (EEA) strengthened this purpose by proposing that all educators need to take up TL roles (Manuel, 2012:2). The revised provision of section 16 of SASA resulted in the establishment of the SMT, with the obligation of the professional management of the school (Van Wyk & Marumoloa, 2012:102) through regular and thorough strategic planning.

SMTs in South Africa generally consist of the principal, deputy principal and Departmental Heads (DHs) who all occupy formal TL positions. (Maja, 2016:4; Ramalepe, 2014:19). The principal is accountable for the management of the school's facilities, human resources (personnel), finances and teaching and learning (Personnel Administrative Measures (PAM), 2016), and is supported by the SMT, through distributed TL. Although the principal is responsible and accountable for school management (PAM, 2016), principals have limited influence on the composition of SMTs, as the number of deputy principals and DHs is determined by the Provincial Department of Education (PDE), according to a formula based on the size of the school (Bush & Glover, 2013:22; PAM, 2016). The principal may however, according to the PAM (2016), co-opt post level one teachers who present excellent leadership skills, knowledge and superiority, to serve on the SMT and thereby enlarge the SMT (Maja, 2016:4; Van der Mescht & Tyala, 2008:230). Post level one teachers are teachers without formal assigned TL positions, who primarily serve in the classroom and often enact informal TL. With the opportunity granted to be co-opted as a member of the SMT, post level one teachers are given the chance to fulfil formal TL positions, which enhances the enactment of TL. For the purpose of this study, the SMT consists of the principal, deputy principal(s), the DHs, as well as post-level one teachers co-opted to serve on the SMT. SMTs have certain assigned roles and responsibilities in secondary schools.

2.2.3 Roles and responsibilities of School Management Teams

In an attempt to improve the performance of SMTs, various PDEs formulated official documentation, portraying the roles and responsibilities of SMTs. The roles of the SMT are defined as their specific function or purpose, while their responsibilities refer to the actions or tasks they are accountable or responsible for (Merriam-Webster, Inc., 2021). Primarily, SMTs have a management- as well as a TL role, with the sole purpose to improve and enhance the

overall performance of the school (Setlhodi-Mohapi & Lebeloane, 2014:477). The management role of the SMT refers to the role of being in charge of the teachers in the school, while the TL role refers to the state of taking the lead or being in control (Waite & Hawker, 2009:563, 528). The management role of the SMT involves the organisation and management of structures and resources in the school, while the TL role involves the teacher leaders to serve as the representatives or coordinators who accomplish other teachers' expectations (Killion *et al*., 2016:5). The enactment of the management- and TL roles of SMTs is supported through definite responsibilities, implicated in official PDE documentation (§ 2.2.2). These responsibilities orbit around the formulation and implementation of school policy, managerial responsibilities, the enhanced enactment of TL and teacher development (KZN Department of Education, 2010:60; Ntuzela, 2008:3; Sejanamane, 2014:17; Van Wyk & Marumoloa, 2012:102). The first responsibility of the SMT centres on the obligation to formulate and implement school policies.

2.2.3.1 Formulation and implementation of school policy

The efficient management of a school requires agreed-upon rules and guidelines or policies. The formulation and implementation of school policy surges from the SBM systems employed by schools (Benoliel & Somech, 2018:5; Derrington & Anderson, 2020:4; KZN Department of Education, 2010:60; Van der Mescht & Tyala, 2008:230). School policies are defined by Van Wyk and Marumoloa (2012:102) as

> *"instruments that give direction to the day-to-day operations of a school by guiding the behaviours of educators, learners and parents whilst clarifying the school's expectations. School policies provide the basis for the structures and organisation of the school and are effective ways of communicating the core values that are inherent in a school's vision and mission statement."*

One of the key responsibilities of the SMT is to accept accountability for the formulation and implementation of school policy, based on and embedded in national and provincial legislation (EEA, section 20 of SASA). The significance of the formulated school policies is to guide all actions, decisions and strategic plans regarding school management and TL. This includes matters such as the school's budget, administration and management (time tables, curriculum, admission, absenteeism, communication), health, safety and general wellbeing of personnel and learners, school uniforms, code of conduct for learners, personnel and parents, school-community associations and developmental goals and primacies (Derrington & Anderson, 2020:3; KZN Department of Education, 2010:60; Milondzo & Seema, 2015:7; Van Wyk & Marumoloa, 2012:102). The formulation and implementation of a school policy requires a particular procedure.

The formulation of the policies commences with thorough consultation and communication processes with other stakeholders, such as the School Governing Body (SGB), teachers, parents and even learners. This consultation process ensures that all stakeholders have the opportunity to contribute and to participate, in an attempt to develop an agreed-upon school policy for all stakeholders to adhere to (Derrington & Anderson, 2020:4). The SMT has the responsibility to oversee and manage the implementation of the accepted policy and to evaluate and (if necessary) amend policies during the third quarter of each year (KZN Department of Education, 2010:60). The procurement of this responsibility enables the SMT to generate an expanded opportunity to all teachers, as members and non-members of the SMT, to enact TL through participating in the policy formulation and implementation process. Apart from the responsibility to formulate, implement and manage school policy, SMTs also have managerial responsibilities during day-to-day school management.

2.2.3.2 Managerial responsibilities

Principals currently experience a continuous increase in challenging and stressful working conditions, due to the social, political and economic demands of globalisation (Mestry, 2017:1; Msila, 2011:435). Additionally, teachers and TL experienced exceptional technological challenges and change in the way learners, teachers and parents interact, owing to the COVID-19 global pandemic (Chan *et al*., 2020:55; Harris & Jones, 2020:245; Webber & Okoko, 2021:12). As a support mechanism and embedded in the principle of SBM, teachers occupying formal and informal TL positions have managerial responsibilities that would support the principal in school management. Grounded in new policy and legislation (section 16A of SASA; section 3 of the EEA; Norms and Standards for Educators (2000)), principals are no longer solely responsible (though accountable) for managerial and operational tasks and must employ the SMT to render support regarding managerial responsibilities (Mosoge & Mataboge, 2021:94; Sejanamane, 2014:17). The SMTs' managerial responsibilities revolve around:

- managing the process of recruitment and interviews of applicants in order to fill staff vacancies (KZN Department of Education, 2010:20),
- planning and developing a school development- and improvement plan "based on the school's strengths, weaknesses, opportunities and threats (SWOT analysis)" (KZN Department of Education, 2010:12; Setlhodi-Mohapi & Lebeloane, 2014:477),
- general administrative tasks and adhering to the Education Management Information System (EMIS) of the province (KZN Department of Education, 2010:13; Setlhodi-Mohapi & Lebeloane, 2014:477),

- ensuring proper and quality curriculum implementation and support, as well as school enrichment- and extra-curricular programmes (KZN Department of Education, 2010:41,78; Setlhodi-Mohapi & Lebeloane, 2014:477),
- safe-guarding personnel and learners through adhering to health, safety and general wellbeing policies (KZN Department of Education, 2010:80).

By stipulating the managerial responsibilities in official PDE documentation, SMTs are clearly guided towards managerial support rendered to the principal. The school's unique managerial responsibilities should be subdivided among the members of the SMT, according to each individual's specific skills and knowledge. SMT members could further involve teachers occupying informal TL positions (non-members of the SMT) during the development and implementation of the school's development- and improvement plan, and consequently enhance and expand opportunities for the enactment of TL. This practice would maximally utilise and develop teachers' abilities and positively influence the enactment of formal and informal TL.

2.2.3.3 The enhanced enactment of teacher leadership

The enhanced enactment of TL refers to the expanded opportunity granted to teachers occupying formal and informal TL positions to execute TL. The significant outcome of the effective functioning of the SMT is the improvement of the overall performance of the school, through the enhanced enactment of TL. Teachers have the responsibility to take up the role of leader, manager and administrator through the enactment of formal and informal TL (SASA; Norms and Standards for Educators (2000); EEA). The establishment of SBM and SMTs enable teachers to fulfil this responsibility, resulting in schools to become autonomous and all-encompassing, through utilising participatory decision-making processes and distributed TL. SMTs have the responsibility to expand teacher involvement and enhance the enactment of TL, through creating opportunities where teachers can fulfil formal and informal TL positions. This responsibility could be attained through incorporating all teachers in the responsibilities of the SMT to assist the principal in organisational and managerial tasks, to share in decision-making processes, to take the leading role regarding school- and curriculum management and to cooperatively motivate a dynamic school environment where teaching and learning can flourish (Benoliel & Somech, 2018:2; Mosoge & Mataboge, 2021:94; Milondzo & Seema, 2015:2; Sejanamane, 2014:26; Van Wyk & Marumoloa, 2012:104). The SMT subsequently influences and determines the degree of enactment of formal and informal TL (Ntuzela, 2008:3), which provides an opportunity for teacher development.

2.2.3.4 Teacher development

The capability of teachers to deliver quality teaching and learning in the classroom primarily influences the overall performance of the school. To ensure excellent school performances, SMTs have the responsibility to enhance the teaching capabilities of teachers and to create opportunities for teacher development. SMTs need to support teachers to advance and expand teaching skills, methodology and leadership, through assisting and training teachers in challenging areas during in-service training and mentorship programmes (Mosoge & Mataboge, 2021:94; Msila, 2020:103; KZN Department of Education, 2010:42). One of the tools developed by the DBE (2003) to assist SMTs in fulfilling this responsibility was the Integrated Quality Management System (IQMS), which was replaced by the Quality Management System (QMS) (2021). The aim of the QMS is to provide an instrument to manage the performance and development of teachers in a school according to the unique needs of the teacher as well as the school (KZN Department of Education, 2010:37; Setlhodi-Mohapi & Lebeloane, 2014:477). SMTs have the responsibility to assist teachers according to the QMS instrument to identify teaching challenges and to create opportunities for teacher development. Regular quarterly follow-up discussions are also necessary to guide teachers on their different teacher development pathways.

SMTs influence and determine the overall performance of the school through their capabilities of fulfilling their managerial- and TL roles and through the extent to which their responsibilities are accomplished. Research however, has confirmed that SMTs do not perform accordingly (Department of Basic Education, 2018:2; Mestry, 2017:1; Milondzo & Seema, 2015:2; Mosoge & Mataboge, 2021:94). This underperformance of SMTs could be due to official documentation being unclear on their specific roles and responsibilities, by only implicating certain responsibilities (Bush & Glover, 2013:21; Van der Mescht & Tyala, 2008:224). In an attempt to improve the performance of SMTs and to ensure improved school performance through the enhanced enactment of TL, the SMT serves as a vehicle to initiate, manage and implement educational change, which is critical for the school's growth and survival, and to improve the overall performance of the school.

2.2.4 School Management Teams and change

Schools as organisations are continuously subjected to educational change regarding school management, TL and curriculum changes. The impetus for educational change evolves from constant social-, economical- and environmental changes globally. One example of such an impetus for change is the COVID-19 pandemic that abruptly disrupted education globally (Chan

et al., 2020:55; Harris & Jones, 2020:243). The extent to which SMTs manage and adapt to educational change influences and determines the existence and growth of the school as a learning organisation, as well as the overall performance of the school.

Change is the struggle between what is and what is desired, embodies the practice of transformation due to internal- or external factors, involves the school and all its stakeholders (teachers, learners, parents and community) and endeavours educational improvement (Theron, 2013:183; Van der Merwe, 2016:44). Schools as organisations interrelate with the milieu inside the school (personnel and learners), as well as outside the school (parents, the community and globalised world) and are exposed to the pressures, demands and challenges of change in a rapidly changing globalised world (Harris & Jones, 2019:123; Mestry, 2017:1; Van der Merwe, 2016:43). SMTs are obliged to adhere to the changing demands of the school's internal and external milieu and are required to manage change as a strategic and continuous priority, as well as to influence the internal and external milieu it forms part of (KZN Department of Education, 2010:6; Theron, 2013:182; Van der Merwe, 2016:43; Van der Vyver *et al.*, 2021:138). The COVID-19 pandemic is an example of changing demands set to the school from an external milieu.

During the COVID-19 pandemic, SMTs were confronted with rapid, continuously changing and substantial challenges to redefine teaching and learning and to protect the safety and well-being (mental health) of teachers and learners (Chan *et al*., 2020:56; Harris & Jones, 2020:243). Simultaneously, SMTs had to deal with the continuous, fluid and fast change of staff situations, which meant an added workload to teachers healthy enough to return to school (Harris & Jones, 2020:244). The COVID-19 pandemic substantially amplified challenges set to TL and the management of change became an essential skill of TL (Chan *et al*., 2020:55; Harris & Jones, 2020:245). SMTs need the continuous trust, support and cooperation from all staff members as well as the community to manage and address challenges collectively and as a team. The significance of distributed TL (§ 2.3.4) intensifies when managing change during a crisis and necessitates effective TL to be "collaborative, creative and responsive" (Chan *et al*., 2020:55; Harris & Jones, 2020:245). In an attempt to guarantee the existence and growth of the school and to prevent stagnation, SMTs have the responsibility to act as facilitators to change.

2.2.4.1 School Management Teams as facilitators to change

As facilitators of change, SMTs have the responsibility to ensure that educational changes are initiated, implemented and managed efficiently. SMTs need to thoroughly plan change as a deliberate and methodical procedure, ensuring that the planned educational changes

endeavour improvement towards teaching and learning, and that change is consistent (Flores, 2018:30; Ndimande, 2005:10; Theron, 2013:183). As educational change always experiences a natural resistance, SMTs have the responsibility to provide consultative- and emotional support during this planning phase of change to ensure that personnel are more eager to accept change (Msila, 2020:99; Theron, 2013:183; Van der Merwe, 2016:44). SMTs further need to incorporate all teachers occupying formal- as well as informal- TL positions in the planning procedure of the intended change, creating an opportunity to enhance the enactment of TL and to utilise TL as a platform of change (Arden & Okoko, 2021:82; Aris, 2021:46). The inclusion in the conceptualisation and planning of change provokes a sense of ownership among teachers, as well as commitment towards change, consequently supporting the SMT through the whole process of change (Aris, 2021:46; Harris & Jones, 2019:123; Van der Merwe, 2016:44). Apart from following an inclusion procedure while facilitating change, SMTs need to employ certain strategies in order to facilitate change effectively.

2.2.4.2 Strategies for the effective facilitation of change

Every school as an organisation is unique and requires change strategies suitable for the specific school. During the formulation of strategies, SMTs have to be mindful that change is affected by a variety of factors, originating from the external, as well as the internal milieu of the specific school (Theron, 2013:187; Van der Merwe, 2016:44). These factors include the community's value system and the school's culture and climate, vision, mission and ethos. Educational change is readily accepted if in line with these factors and angled towards teaching and learning, homogeneous, based on known principles and personal objectives, harmonious with structural development of the school and implemented through proper communication (Don & Raman, 2019:24; Msila, 2011:445; Mwita, 2021:33; Ndimande, 2005:22). SMTs need to endeavour in developing changing strategies which resonate with the mentioned factors, in order to facilitate effective change.

SMTs should utilise a process to manage change, for example Kurt Lewin's (1951, cited Theron, 2013:191; Van der Merwe, 2016:46) three phases of change: "unfreezing, movement and refreezing". During the pre-implementation phase, or unfreezing, the actions of the SMT should be exceptionally supportive and approachable yet adamant, assertive, and certain (Kurt Lewin, 1951, cited Theron, 2013:191; Van der Merwe, 2016:47). The SMT addresses the driving forces for change during this phase and decreases the negatively opposing forces of change. The subsequent implementation phase of change, or "movement" phase, is categorised by everyday enabling activities supporting innovative processes and conducts (Kurt Lewin, 1951, cited Theron, 2013:191; Van der Merwe, 2016:47). The implementation phase is

followed by refreezing, or the post-implementation phase and is characterised by a methodical evaluation and adaptation to educational change and the incorporation of different standards into existing standards, conducts and actions (Kurt Lewin, 1951, cited Theron, 2013:191; Van der Merwe, 2016:47). Although the formulation of strategies for change should ensure effective educational change, the facilitation of change poses certain challenges to SMTs and needs to be managed.

2.2.4.3 Challenges due to the facilitation of change

Challenges due to the facilitation of change emerged from the excessive demands rendered due to change, as well as the natural resistance to change. Managing the rapid changing demands, is a multi-faceted, indescribable process and SMTs are often unequipped for this challenging and mammoth task (Harris & Jones, 2020:244; Mestry, 2017:1; Msila, 2011:435; Theron, 2013:183). SMTs could conquer these challenges by involving all teachers occupying informal TL positions through utilising distributed TL (§ 2.3.4), creating opportunities for the enhanced enactment of TL through collaboration and teamwork. Educational change ensues with the natural resistance to change, which need to be managed by the SMT.

The natural resistance to change normally occurs on a personal level among teachers, as well as on an organisational level (Van der Merwe, 2016:47). Personally, teachers might resist change owing to a previous experience of deprivation, a lack of abilities and inspiration, the misapprehension of the motives for change and an in-attentiveness for differences (Van der Merwe, 2016:48). Resistance to change on an organisational level could be due to insufficient leadership abilities, incorrect operational processes, undeveloped societal systems, constrained and poor communication and conflicting opinions and principles (Van der Merwe, 2016:48). SMTs need to be aware of the unique personal and organisational factors causing resistance to change in their applicable schools, in order to manage these resistance factors. Conquering the identified challenges, SMTs need to understand TL as a process through which human relations can be fostered and school effectiveness can be promoted (Mestry, 2017:1). This process should be supported by the enhanced enactment of TL through involving non-members of the SMT (teachers occupying informal TL positions) in decision-making processes, organisational- and managerial responsibilities, as well as managing change as “a key feature of effective school management” (KZN Department of Education, 2010:6). In additional to the challenges due to the facilitation of change, certain barriers and enablers pertain in secondary schools, which could either hinder or enhance the performance of the SMT towards the enactment of TL.

2.2.5 Barriers and enablers that affect the performance of School Management Teams to enhance the enactment of teacher leadership

The performance of the SMT is critical in supporting, maintaining, and promoting TL and subsequently overall school performance, and is influenced by the barriers and enablers present in a school (Bush & Glover, 2016:214; Buthelezi & Gamede, 2019:14547; Cranston & Ehrich, 2005:81; De Villiers & Pretorius, 2011:586; Ndimande, 2005:9; Setlhodi-Mohapi & Lebeloane, 2014:476). These pertaining barriers and enablers vary according to the various expectations and needs of the schools' teachers regarding TL and are influenced by the milieu or environment in which teachers teach, work and live. These environments expand beyond the school environment or -culture and include the communal-, economic- and political environment or culture of teachers (Van der Vyver *et al*., 2021:129). The barrier present in one specific school could therefore be an enabler in another school.

Barriers are defined by the Merriam-Webster online dictionary as actions or factors that impede a desired outcome, while enablers are actions or factors enhancing a desired outcome (Merriam-Webster, Inc., 2021). In this qualitative study the desired outcome refers to the performance of the SMT. In an attempt to determine SMT strategies to enhance the enactment of TL, the SMT needs to eliminate the barriers and take cognisance of the enablers that affect their performance. The most common barriers and enablers affecting the performance of the SMT are embedded in the status of the school, the management- and leadership style of the principal, training opportunities, school culture and climate, the structural support of the school, communication, distributed TL and resources. The first aspect having an influence on the performance of the SMT, that needs to be considered, is the status of the school.

2.2.5.1 Status of the school

The status of the school is determined by historical privileges: being previously advantaged or previously disadvantaged. Previously advantaged schools in South Africa (or ex-model C schools) are urban schools, with excellent facilities and resources supporting curriculum- and extra-mural programmes, whereas previously disadvantaged schools lack facilities and resources and are predominantly rural schools. The status of the school influences the understanding of TL, as well as the enactment of TL (Makoella & Makhalemele, 2020:295; Msila, 2011:436; Msila, 2020:101). There is a distinct difference in the way advantaged and disadvantaged schools perceive TL and encourage the enactment thereof. According to Makoella and Makhalemele (2020:295) and Msila (2011:436), SMTs of previously advantaged schools acknowledge professional TL to increase teachers' performance and motivation.

Subsequently it will result in an overall school effectiveness, and act as an enabler to the performance of the SMT.

On the contrary, in previously disadvantaged schools, political TL is acknowledged with the purpose of mobilising, negotiating, and protecting the rights of the teacher through unionism (Makoella & Makhalemele, 2020:302; Msila, 2011:440). Principals of these mentioned schools posit that teacher unions are in control in their schools, that their managerial power is limited and that effective management in order to attain efficient teaching and learning are hindered (Msila, 2011:440). This so-called political TL could greatly hamper the performance of the SMT, as the purpose of teacher leaders will not correspond with the primary aim of the SMT, which is to enhance the enactment of TL for an increase in teacher- and overall school performance. SMTs need to be aware of the status of the school acting as a barrier or enabler, in order to manage this factor for enhancing performance and enactment of TL. Managing this factor is influenced by the management style of the principal, which can act as either a barrier or an enabler to the performance of the SMT.

2.2.5.2 Management- and leadership style of the principal

Management- and leadership style refers to the manner in which a principal (as a teacher leader) manages and leads, and includes the degree of involvement of team members in decision-making processes. Principals employ a wide range of management- and leadership styles, which can vary from autocratic- to democratic leadership styles. Prior to 1994 and during the South African apartheid era, educational management was characterised by bureaucratic- and centralised control with a hierarchical top-down management and leadership structure (Harris, 2003:319; Makoella & Makhalemele, 2020:302; Msila, 2020:105; Theron, 2013:190; Williams, 2011:194). The principal exerted an autocratic leadership style, where (s)he had the power to make solitary decisions, with limited or no participation of other educators. The bureaucratic- and autocratic management- and leadership styles do not tolerate participative management and distributive TL, deprive teachers from being involved in shared decision-making and enacting TL and consequently lead to a lack of invention (Bush & Glover, 2016:214; Buthelezi & Gamede, 2019:14547; De Villiers & Pretorius, 2011: 586; Makoella & Makhalemele, 2020:303; Milondzo & Seema, 2015:1; Msila, 2020:105; Van der Vyver *et al*., 2021:129; Williams, 2011:193). SMTs operating under such conditions are bound to mismanage the diversity and complexity typical to the South African education system and render a barrier to the performance of the SMT regarding the enhanced enactment of TL.

Since 1994, the South African DBE has endeavoured to alter the management- and leadership styles in schools, in an attempt to manage the "diversity and complexity" of transforming the education system with greater success (Moonsamy, 2010:1; Van der Vyver *et al*., 2021:129; Williams, 2011:194). As a result, the DBE strives to expand TL to incorporate distributed leadership, where leadership is no longer the sole authority of the principal and SMT, but also the responsibility of every individual active in the school as an organisation (Harris, 2003:319; Mosoge & Mataboge, 2021:94; Sejanamane, 2014:17; Van Deventer, 2016:118; Van der Vyver *et al.*, 2021:130; Williams, 2011:193). The management- and leadership objective of post-apartheid South African schools emphasises "participative, democratic management, collegiality, collaboration, schools as open systems and learning organisations and site-based management" (Benoliel & Somech, 2018:2; Bush & Glover, 2013:22; Thurlow, 2003:21; Tyala, 2004:1; Van der Mescht & Tyala, 2008:221; Van Wyk & Marumoloa, 2012:101). Principals who follow the participative-, distributed- and democratic management- and leadership style favoured by DBE, inspire an atmosphere of cooperative interaction and teamwork, motivate and enhance the enactment of TL, and create an enabler for the performance of the SMT. SMTs follow the leadership example set by the principal and consequently lead and manage teachers accordingly. Principals aware of and sculpting their own management- and leadership style to enhance, participative- and distributed TL, could therefore enhance the performance of the SMT in a secondary school. The management and awareness of the management- and leadership style of the principal, could be improved through training opportunities rendered to the principal and SMT.

2.2.5.3 Training opportunities

The formation of SMTs in the relatively new transformative South African education system redeems a challenge of induction and training opportunities. The training of SMTs is still lacking, because the principle of SBM through SMTs was only introduced in the late nineties in South Africa. Researchers have discovered that training opportunities for SMTs are extremely limited, insufficient, inadequate or even totally inattentive (Bush *et al*., 2011:32; Bush & Heystek, 2006:71; Karani, 2015:24; Mestry, 2017:7; Mosoge & Mataboge, 2021:94; Msila, 2011:437; Ndimande, 2005:48; Sejanamane, 2014:323; Williams, 2011:195). Training- or personnel development programmes provided by DBE are usually infrequent and are often nothing more than a watered down crash course (Sejanamane, 2014:323; Williams, 2011:195). TL training and workshops are commonly focussed on principals, excluding SMTs and other teaching personnel. DBE often has an incorrect supposition that principals would convey acquired knowledge from the workshop to the rest of teaching personnel, through the cascade model of training (Williams, 2011:195). As these models of training inadvertently promote hierarchical

dependency with the exclusion of teachers, existing training programmes proved to have limited success and act as a barrier towards the enactment of TL. Although some schools did put systems in place to address the needs of SMTs, other schools still must rely on DBE for training opportunities, as challenges regarding the funding of training opportunities pertain (Sejanamane, 2014:323). Limited training opportunities render a huge barrier to the performance of the SMT and impede the enactment of TL expected from distributed TL, through the effective functioning of the SMT (Ndimande, 2005:1).

Effective training on the other hand, equips principals, SMTs and teachers with the relevant knowledge to manage, lead and guide schools effectively as members or non-members of the SMT, subsequently creating expanded opportunities to enact TL (Msila, 2011:435). Msila (2011:435, 442) highlights the positive effect training programmes such as the Advanced Certificate in Education – School Management and Leadership (ACE), introduced by the DBE, had on the effectiveness of school management. This was replaced by the Advanced Diploma in School Management and Leadership, giving SMT-members the opportunity to receive relevant training. Effective and efficient training acts as an enabler to the performance of the SMT and enriches the impact of the SMT on school management through the enhanced enactment of TL.

TL as part of professional development further provides training opportunities for members and non-members of SMTs and is embedded in South African educational policies (Norms and Standards for Educators, PAM, 2016). Teachers are obliged to attend and create opportunities to develop professionally and to improve their leadership abilities and skills. PD programmes create the opportunity for teachers to develop leadership skills and capabilities and therefore capacitate and enable teachers to enact TL (Flores, 2018:25; Webber, 2021:29; Williams, 2011:196). The aim of PD programmes should be to incorporate skills to take the lead during workshops, to incorporate teamwork, to do action research and to efficiently train adults, equip teachers with the required knowledge to practise distributed TL and enable teachers to enact TL (Harris, 2003:319). Activities such as mentoring and coaching, self-guidance, and leading and guiding change, further involve PD (§ 2.4) which embraces the enactment of TL (Harris, 2003:316; Msila, 2020:103; Van der Vyver *et al.*, 2021:134; Webber, 2021:29). Professional development therefore acts as an enabler for formal, as well as informal TL and could be utilised by SMTs as a strategy to enhance the enactment of teacher leadership. Another factor that transpires as either a barrier or enabler to the performance of the SMT is the school's culture and climate.

2.2.5.4 School culture and climate

The culture and climate present in the school incorporates the attitude of the personnel, parents, learners and the community. School culture is described as the way personnel act, work and socialise (Killion *et al.,* 2016:12; Xaba & Janson, 2013:120), whereas school climate denotes to the broad ambience present in the school (Mentz, 2013:146; Msila, 2020:104). School culture and climate thus refer to the invisible standards and morals that guide school practice and the ensuing ethos or spirit present in the school (Msila, 2020:104; Schein, 2004:1; Van der Mescht & Tyala, 2008:224; Webber, 2021:26). The culture and the climate present in the school are determined by the beliefs, norms and values of the people encompassing the school (Schein, 2004:2; Setlhodi-Mohapi & Lebeloane, 2014:477; Webber, 2021:27). It is influenced by the norms and values of the local community, nationality or culture (English, Afrikaner, African), international influences due to globalisation and the diverse personalities and micro politics involved in the SMT (Cranston & Ehrich, 2005:82; Setlhodi-Mohapi & Lebeloane, 2014:477; Webber, 2021:27).

The culture and the climate present in a school influence the performance of the SMT, as well as the degree to which TL is enacted. A culture of cooperation, collaboration, teamwork, and shared decision-making is required to allow for and motivate the enactment of TL (Aris, 2021:46; Flores, 2018:25; Grant, 2008:87; Killion *et al.,* 2016:12; Msila, 2020:104; Williams, 2011:193) (§2.3.3.2). SMTs and teachers lacking a united vision and mission, rendering meagre teamwork and deeming their own interests and goals higher than the interests of the school, create a school culture and climate riddled with turmoil, ineffectiveness and underperformance (Cranston & Ehrich, 2005:82; Msila, 2020:104; Milondzo & Seema, 2015:6). This could hinder the enactment of TL, act as a barrier to the performance of the SMT and lead to the school being dysfunctional.

On the contrary, a positive school culture and a climate of collaboration and teamwork enhances the enactment of TL and acts as an enabler to the performance of the SMT (Milondzo & Seema, 2015:5; Msila, 2011:440; Msila, 2020:101; Setlhodi-Mohapi & Lebeloane, 2014:478; Webber, 2021:26). The collaborative school culture and climate will only be attained when teachers reveal reliance and honesty, collaboration and cooperation based on agreed-upon norms, values, visions and missions, support SMTs and have a clear and common direction and goal for the school (Killion *et al.,* 2016:12; Milondzo & Seema, 2015:5; Msila, 2011:440; Setlhodi-Mohapi & Lebeloane, 2014:478; Webber, 2021:27). This culture of cooperation can only be achieved through good communication, involving all partakers in decision-making processes and by creating opportunities for teamwork (Harris, 2003:322; Killion *et al.,* 2016:12).

Schools and specifically SMTs need to assure that the enactment of formal and informal TL occurs through collaboration as a team opposed to simply delegating and distributing less important TL-tasks and responsibilities. Teachers further need professional learning communities within the school environment in which they can develop, collaboratively learn from one another, establish and maintain change and enact formal as well as informal TL (Harris, 2003:322; Webber, 2018:2). TL in a collaborative school culture is therefore expected to be a process where teachers influence one another to attain shared goals and objectives, through mutual liaison as a team (Flores, 2018:27; Killion *et al.,* 2016:8; Milondzo & Seema, 2015:2). In such a collaborative environment, teachers expect uncontrolled/unrestrained relations (freedom of association) across all communal and hierarchical groups, where all team members accept shared responsibility, decisiveness, cooperation and democratic TL (Williams, 2011:198). The SMTs of schools deeming a positive school culture and climate are effective and efficient and continuously expand and create opportunities for the enactment of TL. An established, encouraging culture and climate is less purposeful, however, without the evident structural support of the school.

2.2.5.5 The structural support of the school

Structural support encompasses the available facilities, as well as the organisational management and –structure of the school. The structural support refers to the infrastructural and logistical needs of the school and includes neat and operational physical facilities and flawless organisational processes (effective timetables) and strategies (Killion *et al.,* 2016:12; Van der Mescht & Tyala, 2008:224). Dysfunctional schools often pose insufficient and ineffective structural support, for example faulty physical facilities due to poverty or mismanagement, ineffective organisational procedures (such as ineffective timetables) and unclear roles of accountability and responsibility of SMTs and teachers (Bush & Glover, 2013:21; Milondzo & Seema, 2015:3; Msila, 2011:441, Msila, 2020:100; Van der Mescht & Tyala, 2008:224). The privation of structural support forms a distinct barrier to the performance of SMTs, which consequently are often inefficient, lack effective TL, and redeem the limited enactment of TL, as teachers and non-members of the SMT are not involved in school management practices. Functional schools on the other hand, incorporate a healthy and functional structural support, enable SMTs to enhance their performance and create opportunities for the enactment of TL through the practice of distributed TL (Van der Mescht & Tyala, 2008:224).

Structural support further refers to the organisational structure of the school, which encompasses either a rigid hierarchical organisational structure, or a structure focussing on

teamwork (Van der Mescht & Tyala, 2008:224). Hierarchical organisational structures suppress imperative elements of teamwork such as flexibility, creativity and risk-taking and create a rigid and inert form of management (Msila, 2020:104; Van der Mescht & Tyala, 2008:225). Teachers and even members of the SMT are excluded from decision-making processes and deprived from participation in management and leadership responsibilities. Hierarchical organisational structures consequently lead to the limited enactment of TL and clearly present a barrier to the performance of the SMT.

Teamwork on the other hand, is less rigid, encompasses distributed TL with clear roles and responsibilities and consists of a heterogeneous composition of team members. Team members depict various strengths and experience unrestricted participation and the sharing of ideas, as well as working as a team towards achieving a shared vision and mission (Flores, 2018:25; Killion *et al.,* 2016:13; Van der Mescht & Tyala, 2008:225). All members of SMTs, as well as teachers are included in decision-making processes and management and leadership responsibilities through the organisational structure of distributed TL and teamwork. This enables SMTs to improve their performance and to enhance the enactment of formal, as well as informal TL. This practice of distributed TL and teamwork would not be possible without support mechanisms put in place by the SMT of a school. Teachers need sufficient time for cooperative meetings in order to plan, discuss and organise curriculum matters, to develop whole-school development plans and to collaborate with colleagues and with other schools (Flores, 2018:25; Harris, 2003:320; Killion *et al.,* 2016:13). In addition, teachers need structured programmes of TL development, in order to enhance the knowledge, skills and capacity of viable teacher leaders and to build the self-confidence of existing teacher leaders (Msila, 2020:101; Harris, 2003:320; Killion *et al.,* 2016:13). As teachers learn from one another other through “mentoring, observation, peer coaching and mutual reflection” (Harris, 2003:320; Killion *et al.,* 2016:13), sufficient time and structured programmes which promote teamwork are much needed support mechanisms rendered by the SMT, in order to enhance the enactment of teacher leadership. Another factor that acts as either a barrier or enabler, affecting the performance of the SMT, is communication.

2.2.5.6 Communication

Effective communication is one of the cornerstones of school management and is one of the most important factors influencing the performance of SMTs. Effective management without proper communication is simply not possible (Don & Raman, 2019:24; Mwita, 2021:33). Communication refers to the verbal and non-verbal actions when all participating stakeholders have the opportunity to express themselves, as well as to hear the viewpoints of co-workers

(Msila, 2011:445; Mwita, 2021:33). Effective communication is enabled through SMTs that generate “clear channels of communication” (Don & Raman, 2019:24; Ndimande, 2005:22) by involving all teachers and members of the SMT during decision-making processes and management tasks. The inclusion in school management creates expanded opportunities for the enactment of TL, which will lay the foundation for healthy and effective communication built on communal trust. Effective communication is critical in promoting strong relations, is regarded as one of the foundations of building an efficient school where effective teaching and learning can thrive, and thus forms an enabler for the performance of the SMT (Don & Raman, 2019:24; Msila, 2011:445; Mwita, 2021:33; Ndimande, 2005:22).

The lack of effective communication on the other hand, impedes efficient school management and leads to schools being unsuccessful in achieving desired aims and goals (Don & Raman, 2019:24; Ndimande, 2005:22). Conflict could be regarded as one of the main reasons for poor communication, due to the exclusion of teachers and members of the SMT in school management (Don & Raman, 2019:24; Msila, 2011:445). Deficient and ineffective communication subsequently hampers overall school performance and acts as a barrier to the performance of the SMT. Another aspect that could act as either a barrier or enabler affecting the performance of the SMT, is distributed TL (§ 2.3.4). As distributed TL is conveyed as an aspect highlighting the importance of the SMT regarding the enactment of TL (§ 2.2.6.1) subsequently acting as an enabler, however, the lack of distributed TL can act as a barrier and is subsequently discussed.

2.2.5.7 Distributed teacher leadership

Distributed TL involves the distribution of TL responsibilities to members, as well as non-members of the SMT, through the expansion of the enactment of TL. Distributed TL could act as a barrier to the performance of the SMT regarding the enactment of TL when the judgement of individuals is of importance and where principals are reluctant to let go of their power (Msila, 2020:105; Van der Mescht & Tyala, 2008:227; Williams, 2011:193). In the South African context for instance, the DBE requires quality assurance measures, such as the Quality Management System (QMS), which measures certain key performance areas of teachers on a yearly basis (Van der Mescht & Tyala, 2008:227). The focus of the QMS, which falls on the increased performance and professional development of each individual teacher, could hamper teamwork and distributed TL. In addition to this, principals are held accountable for school management (PAM, 2016) and could be hesitant to dispense authority, as this would mean a deprivation of control and power (Harris, 2003:319). Consequently, principals tend to only delegate certain insignificant managerial responsibilities, which as a result, hinders teamwork

and subsequently impedes distributed TL. Furthermore, with 85% of South African schools being previously disadvantaged during the apartheid administration, the majority of schools still struggle to discard instructional leadership and to accept democratic, decentralised and distributed TL, not only situated in the principal and SMT (Grant, 2019:41; Mosoge & Mataboge, 2021:94). A last barrier for the performance of the SMT regarding the enactment of TL that needs to be mentioned is limited resources.

2.2.5.8 Limited resources

The limited resources which hamper the enactment of TL revolve around financial barriers. Formal TL positions (post level two and above) comprise supplementary financial benefits as teachers are appointed on a higher remuneration financial scale by the DBE. As teachers in informal TL positions do not have this financial benefit, principals and SMTs are challenged to find additional enticements to motivate the enactment of informal TL (Mosoge & Mataboge, 2021:94; Williams, 2011:193). With limited financial resources, especially in rural, previously disadvantaged South African schools, a lack of financial resources could hinder the enactment of TL.

With the barriers and enablers influencing the performance of the SMT regarding the enactment of TL discussed, it is now necessary to highlight the importance and significance of the SMT in secondary schools.

2.2.6 Importance of the School Management Team in enhancing the enactment of teacher leadership

The functioning of the SMT is grounded in the notion of team management or distributed TL, with the most important benefit of sharing the workload through distributing managerial responsibilities (Van der Mescht & Tyala, 2008:230). The distribution of managerial responsibilities implies the expanded opportunity for teachers to enact TL, as either a member or non-member of the SMT, rendering certain benefits to the school and personnel. These benefits highlight the significance and importance of the SMT in the enactment of TL and encompass enabling or enhancing distributed teacher leadership (§ 2.3.4), teacher development and overall school improvement.

2.2.6.1 Enhancing distributed teacher leadership

Distributed teacher leadership denotes the allocation of different leadership tasks among members and non-members of the SMT. Distribution of managerial responsibilities lays the

foundation to the enhancement of the enactment of teacher leadership and participative management (Van der Mescht & Tyala, 2008:230). The SMT proposes the opportunity for its members to take ownership through practising distributed leadership and partake in decision-making, managerial tasks and SMT meeting debates and discussions (Kamaruzaman *et al*., 2020:234; Ntuzela, 2008:1; Van der Mescht & Tyala, 2008:230). The importance of the SMT therefore is presented through distributed TL by allowing all SMT members to partake in leadership activities through the enactment of formal TL. SMTs further have the responsibility to enhance the enactment of informal TL by distributing leadership tasks to non-members of the SMT. The accomplishments of every school subsequently hinge primarily on the influence of the SMT towards the enactment of formal and informal TL (Milondzo & Seema, 2015:1). Apart from the significance of distributed TL, the importance of the SMT further includes the professional development of teachers through the enhanced enactment of TL.

2.2.6.2 Teacher development

The most important benefit of teamwork or distributed leadership is the development of teachers' skills and capabilities (Kamaruzaman *et al*., 2020:234; Ntuzela, 2008:1; Van der Mescht & Tyala, 2008:230). Teacher development involves intellectual stimulation, rendering personal support and mentoring and setting the example regarding values and beliefs (Printy & Liu, 2021:294). For teacher development to flourish, SMTs need to create a collaborative environment for professional learning communities, where teachers can interact, exchange knowledge, observe colleagues, do data analysis of teacher evaluation and discuss learner performance and parent responses (Printy & Liu, 2021:295). Delegation of managerial responsibilities to members of the SMT (by the principal), as well as to non-members of the SMT (by the SMT), empowers teachers and provides the opportunity to develop their strengths and minimize weaknesses through the enactment of TL (Van der Mescht & Tyala, 2008:230). Research done by Van der Mescht and Tyala (2008:230) subsequently describes the SMT as a podium for professional development (PD) (§ 2.4), through the enactment of TL. The SMT further has an important responsibility to support personnel undergoing PD programmes during school hours, by motivating the remainder of the personnel to fill those allocated periods of absent personnel (Milondzo & Seema, 2015:6). This could be done by supporting and motivating teachers and SMT members to fulfil the TL responsibilities of absent teachers attending PD programmes. Expanded opportunities are thus created for the enactment of TL, leading to the improved performance of teachers through teacher development. This positive cultivated climate towards professional teacher development forms the basis of the overall improvement to the school's performance.

2.2.6.3 Overall school improvement

The overall performance of a school is directly influenced by the performance of the SMT and teachers and the quality of teaching and learning present in the school. The skills, knowledge and capabilities of SMT members and teachers primarily determine the quality of teaching and learning in a school and thus the overall performance of the school (KZN Department of Education, 2010:6; Department of Basic Education, 2018:2; Foster, 2004:35; Milondzo & Seema, 2015:1; Ndimane, 2005:1; Ramalepe, 2014:15; Setlhodi-Mohapi & Lebeloane, 2014:475). SMTs that create opportunities for the enhanced enactment of TL lay the foundation for the development of teachers' skills, knowledge and capabilities. The enactment of TL is beneficial for encouraging teamwork, amalgamation, improving educators' capabilities and taking ownership through practising distributed leadership (Kamaruzaman *et al*., 2020:234; Ntuzela, 2008:1). Consequently, the outcome is an increase in school effectiveness and efficiency, with the subsequent improvement in overall school performance.

The significance and performance of the SMT regarding the enactment of TL is, however, worthless with a lacking relationship between the SMT and teachers occupying informal TL positions. The relationship between the SMT and teachers as human beings are influenced by the receptiveness and willingness of teachers as individuals (Hunzicker, 2012:282; Zepeda *et al*., 2014:299). The development of effective strategies utilised by SMTs to enhance the enactment of TL therefore involves the social aspect and interaction of people in the workplace, rendering the Social Exchange Theory (SET) as appropriate theoretical framework to embed the research.

2.2.7 The Social Exchange Theory

The Social Exchange Theory (SET) is a theoretical model used to enhance the understanding of human behaviour in the workplace. SET is a sociological and psychological theory that studies the social behaviour and interaction of two parties, implements a cost-benefit analysis to determine risks and benefits, and is anchored in the supposition that the intended behaviour of an individual is inspired by the dividends they expect in return (Blau, 1964, cited by Cropanzano & Mitchell, 2005:874). According to SET, interdependent human social interactions (like teamwork in a school) involve social exchange: certain social benefits gained and sacrifices rendered are usually accompanied by other social responsibilities (Cropanzano & Mitchell, 2005:874). The individual will therefore voluntarily embark on certain actions, with the expectation to receive benefits in return.

SET theorises that certain factors influence human beings' decisions whether an interrelated working relationship needs to be quested, maintained or concluded (Redmond, 2015:2). Specific human behaviour is therefore grounded in certain social reactions due to the actions and deeds of colleagues and partakers in the workplace. These co-dependent interactions have the benefit of creating high-quality relationships under viable situations, or on the contrary, poor working relations among unviable working conditions (Cropanzano & Mitchell, 2005:875). Teachers in leadership positions gain influence and authority in exchange for a group's support or submission. The continuation of the group's support depends on the way teacher leaders interact, socially interchange and treat teachers.

The interaction and the relationship between teachers and teachers in leadership positions subsequently influence the actions and behaviour of teachers, as individuals return dividends they receive, and these in turn have a positive influence on organisational management. Teachers occupying leadership positions who foster positive interactions and relationships, receive teacher and group support regarding certain school responsibilities and tasks (Harris, 2003:314) and have the opportunity to enable the personal and professional growth of individuals or groups through PD practices.

As the enactment of TL in the form of distributed or participative leadership denotes to social exchange relationships, the SET was deemed suitable to embed this qualitative research (Cropanzano & Mitchell, 2005:883). The significance of SET is embedded in the positive influence of "social exchange relationships" (Cropanzano & Mitchell, 2005:883) between the SMT members in formal TL-positions, the teachers occupying informal TL-positions, as well as the novice teachers at a school, with the purpose of enhancing the enactment of TL through the strategies determined for this research.

The effective functioning of the SMT is grounded in the notion of distributed TL, which implies the expanded opportunity for teachers to enact TL as either a member or non-member of the SMT (Van der Mescht & Tyala, 2008:230). This renders certain benefits to the school and personnel, highlights the importance of the SMT and encompasses teacher development, overall school improvement and the enactment of TL.

2.3 Teacher leadership

The enactment of teacher leadership (TL) in secondary schools influences the performance of teachers and learners and consequently overall school performance. Ambiguous perceptions and uncertainty regarding the concept of TL still prevail and impede research (Schott *et al*., 2020:2; Webber, 2021:21; Webber & Okoko, 2021:5). Berg and Zoellik (2019:12), Schott *et al*.

(2020:23), as well as Webber (2021:21) emphasize that a proper empirical researched conceptual framework for TL has recently become critical. Various definitions, descriptions and explanations of the concepts of TL exist (Berg & Zoellik, 2019:3; Schott *et al*., 2020:2; Taylor *et al*., 2019:687; Webber & Okoko, 2021:7).

Berg and Zoellik (2019:3) indicate that TL can be viewed as a teacher who contributes in decision-making, who trains and mentors colleagues, acts as an influential spokesperson and drives change in education policy-making and decisions. Researchers agree that teachers with substantial teaching experience are acknowledged as excellent teachers in the classroom and consequently gain respect from their colleagues (Berg & Zoellik, 2019:3; Hunzicker, 2012:270; Katzenmeyer & Moller, 2009:5; Lovett, 2018:1). As a result these teachers have the opportunity and ability to become the "pedagogical and/or curriculum leaders", by positively influencing the professional growth of their peers (Arden & Okoko, 2021:72; Grant, 2019:38). TL is a "process of influencing others" rather than an accumulation of attributes or designated duties (Arden & Okoko, 2021:55; Flores, 2018:28; Schott *et al*., 2020:13).

In addition to the depicted concepts relating to TL, De Villiers and Pretorius (2011:575), Lovett (2018:1), Fennel *et al.* (2015:7) and Katzenmeyer and Moller (2009:6) have a simpler view. They distinguish between TL as a teacher with a formal title and a teacher without a formal position, role or responsibility, the so-called informal leaders or self-appointed leaders. Teachers can act as leaders inside as well as outside the classroom, enhance teaching and learning, and take up the duty and liability to attain shared goals. According to Grant *et al*. (2010:401), TL can be described in its simplest form as the process in which teachers that occupy different post levels are granted the chance to take the lead, through shared decision-making processes. TL is therefore seen as a group activity in which a variety of teachers can partake, instead of an independent or isolated activity (Grant *et al.*, 2010:402). The significant argument deriving from literature is that teacher leaders are primarily skilled teachers in the classroom, but accept various TL roles at various times (Arden & Okoko, 2021:70; Aris, 2021:46; Flores, 2018:29; Wenner & Campbell, 2017:1). For the purpose of this qualitative study, the term TL focuses on formal and informal leadership from within and beyond the classroom, and is defined as a practice in which an expert teacher positively influences peers, colleagues and community members, with a positive effect on school culture and climate, resulting in a general enhancement of effective teaching and learning.

TL is embedded in SBM through participative management and distributed leadership (Bellibas *et al*., 2020:2; Benoliel & Somech, 2018:2; Kamaruzaman *et al*., 2020:234; Ntuzela, 2008:1; Pan & Chen, 2020:1; Van der Mescht & Tyala, 2008:230), as a member or non-member of the

SMT. In an attempt to determine strategies that can be implemented by the SMT for the enhanced enactment of TL, it is essential to probe deeper into various aspects regarding TL. Literature relating to various aspects regarding TL, such as the concept of TL in an international and national context, the dimensions, aspects and attributes, as well as distributed TL, was scrutinized. Subsequently teachers as leaders in secondary schools, their roles and responsibilities and the perceptions they have regarding TL, were magnified. The section concludes by highlighting the significance of the enactment of TL.

2.3.1 Teacher leadership in an international context

In an international context, the concept of teachers performing various leadership roles from within the classroom and beyond, is described as teacher leadership (Frost & Harris, 2003:480; Harris, 2003:313; Harris & Muijs, 2002:1; Uysal & Sarier, 2019:990; Wenner & Campbell, 2017:5). TL emerged owing to the identified feebleness of traditional hierarchical leadership approaches, centred in single leadership by the principal (Bush, 2015:671; Uysal & Sarier, 2019:998). Established democracies situated in the Western context- (like the USA, Canada and Australia) accepted a more expansive approach to leadership, through the inclusion of various stakeholders in the practice of TL and collaborative decision-making (Grant, 2019:37; Harris & Muijs, 2002:2; Kahler-Viene *et al*., 2021:201; Petersen, 2015:1; Webber & Okoko, 2021:10). This expanded approach to TL involves the leadership model of distributed TL (§ 2.3.4) and encompasses the formal, as well as informal enactment of TL. Formal TL involves teachers who are appointed in a formal TL position as administrative leader (departmental heads, subject leaders, or master teachers) (Bush, 2015:671; Frost & Harris, 2003:480), whereas informal TL is conceptualised as "emergent" (Arden & Okoko, 2021:71; Bush, 2015:671; Harris, 2003:314; Harris & Muijs, 2002:2). Expert teachers who are not appointed in a formal TL position, choose to take the lead in certain aspects of school practice and naturally step into an informal TL position, due to their capabilities, knowledge, skill, and leadership agility (Bush, 2015:671; Petersen, 2015:1; Printy & Liu, 2021:293). Through the practice of distributed TL, formal and informal teacher leaders have the responsibility to distribute leadership tasks and strengthen interpersonal and work relations within the school as a learning community.

The significance of distributed TL is apparent in high-performing countries like Finland and Singapore, where high quality education is evident (Printy & Liu, 2021:292). In these countries, TL practices incorporate the principal as well as teachers. The practice of decision-making regarding crucial school matters ensues through a joint effort as a team, with a definite increase in overall school improvement and organisational capacity (Chew & Andrews, 2010:59; Printy & Liu, 2021:318). Distributed TL however is globally influenced by the educational policy of the

specific country, as well as the context in which the school as an organisation operates (Chew & Andrews, 2010:62; Printy & Liu, 2021:292; Webber & Okoko, 2021:10). The "district policy, subject matter, school level, urbanity and racial compositions" are all contextual factors influencing the enactment of distributed TL (Printy & Liu, 2021:293; Webber, 2021:34; Webber & Okoko, 2021:11). During the employment of distributed TL, school management needs to take the applicable contextual factors of their unique school situation into account. Distributed TL could bloom when customised to fit the school's unique context, rather than "borrowing" a system from another country (Bush, 2015:671; Chew & Andrews, 2010:62). Singapore for instance adopted distributed TL, but still managed decisions within distinctly pronounced boundaries (Bush, 2015:671; Chew & Andrews, 2010:70).

Despite the positive outcome of distributed TL in Finland and Singapore, the concept of TL is less evident and acknowledged implicitly only in countries like England, Columbia, Mexico, Spain and Turkey (Webber & Okoko, 2021:10). England either brands TL as continuous professional development or spurns the principle of distributed TL, because of the difficulties within a hierarchical schooling system, evident in English schools (Frost & Harris, 2003:484; Harris, 2003:314; Harris & Muijs, 2002:1). A distinct delineation of specific roles and responsibilities of principals or head teachers and teachers in the English education system creates the main barrier to the enactment of TL in England. Stoll *et al*. (2015:87) mention, however, that England has recently experienced a change towards employing TL in their educational system. In Turkey, the concept of TL is researched, although the enactment of TL is not evident in Turkish schools, due to the top-down bureaucratic management system and hierarchical structure of the centralised education system (Uysal & Sarier, 2019:998). Pineda-Báez (2021:92) and Fierro-Evans and Fortoul-Ollivier (2021:170) mention on the other hand that TL is non-existent and only implicated in educational documentation in Spain, Columbia and Mexico; that the concept of TL is described according to hierarchical systems and that the TL role of teachers is completely omitted. In a South African context, the principle of TL is acknowledged, but conveys unique challenges.

2.3.2 Teacher leadership in the South African context

The concept of TL in the South African context accords with literature, but reveals certain unique aspects, due to the diverse and transformative context of the South African education system. During the apartheid years, a hierarchical and dictatorial leadership- and management system was evident in the South African education system, revolving around the authority of the school principal and excluding any form of teacher leadership (Bush, 2007:395; Grant, 2019:38; Gumede, 2011:3; Harris, 2003:319; Makoella & Makhalemele, 2020:302; Msila, 2020:105;

Ramalepe, 2014:16; Theron, 2013:190; Williams, 2011:194). The concept of TL only emerged after 1994 with the promulgation of post-apartheid policies and legislation, with the objective to transform South African education through the process of decentralisation (Grant, 2019:38; Williams, 2011:190). This transformation included the intention to include all teachers in various leadership roles, through shared and participative leadership and management (Benoliel & Somech, 2018:2; Bush & Glover, 2013:22; Thurlow, 2003:21; Tyala, 2004:1; Van der Mescht & Tyala, 2008:221; Van Wyk & Marumoloa, 2012:101).

After twenty-eight years of democracy, the reality is, however, that the enactment of TL in South African schools is still limited (Driescher, 2016:1; Grant, 2019:37; Manual, 2012:2; Williams, 2011:191) and that a top-down managerial approach is still prevalent in many South African schools (Bush, 2007:395; Msila, 2020:105; Williams, 2011:191). Researchers hypothesise that limited research on TL (especially in the South African context) is but one factor that deprives teachers from participating in school management (De Villiers & Pretorius, 2011:587; Grant, 2019:37; Moonsamy, 2010:5). Another factor that could result in limiting enactment of TL in South African schools is highlighted by Van der Vyver *et al.* (2021:130). They discovered that several policies and official documentation promulgated after 1994 (EEA, Norms and Standards for Educators, SASA) paved the way for the enactment of TL, but that the responsibility for the development of TL is only implied in these documents, and is not clearly described.

Gumede (2011:92) on the other hand posits that the enactment of TL in South African schools is evident, even though TL is often enacted spontaneously and unconsciously. According to Gumede (2011:92), the spontaneous enactment of TL revolves around the practices of encouraging colleagues, curriculum collaboration and guiding novice teachers. Embedded in policy and legislation, the South African DBE strives to develop TL through a SBM system of distributed leadership (Benoliel & Somech, 2018:2; Bush & Glover, 2013:22; Thurlow, 2003:21; Tyala, 2004:1; Van der Mescht & Tyala, 2008:221; Van der Vyver *et al.*, 2021:132; Van Wyk & Marumoloa, 2012:101; Williams, 2011:191). The zones where TL should be practised in South African schools are not only within the classroom, but also beyond the classroom between colleagues and the community (Grant, 2019:42; Van der Vyver *et al.*, 2021:138). Considering that the new democratic South Africa is diverse and within a unique historical, cultural and socio-economic context, Van der Vyver *et al.* (2021:130) identify certain determinants or characteristics of TL, which are embedded (directly or indirectly) in policy and official documentation. These determinants, unique to TL in the South African context, all correspond with the attributes of TL mentioned by Webber (2018:2; 2021:23) (§ 2.3.3.2) and are depicted in figure 2.1 (Van der Vyver *et al*., 2021:147).

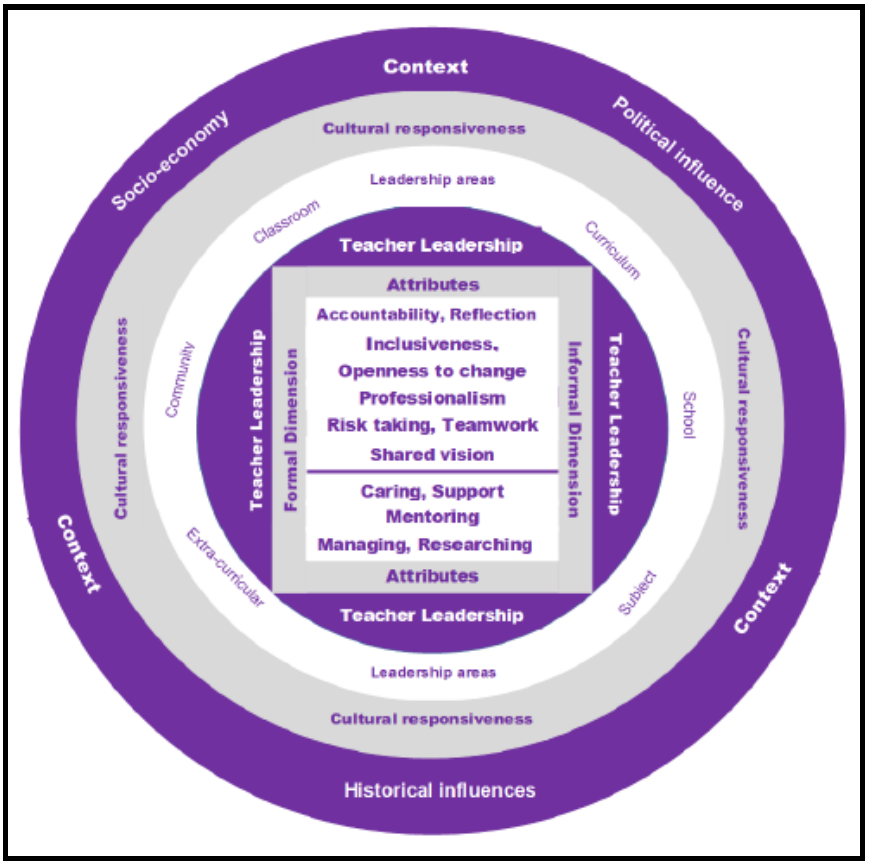

Figure 2.1 South African conceptualisation of TL (Van der Vyver et al., 2021:147)

The first determinant is "cultural responsiveness" where teacher leaders need to create a democratic, compassionate, and inspiring learning environment, sensitive to race, gender, culture, ethnicity, geographic location, language differences and social and educational issues (Van der Vyver *et al.*, 2021:138), through incorporating appropriate teaching strategies. Teacher leaders further need to accept responsibility and accountability for their behaviour, practise inclusiveness through partaking in decision-making practices, be susceptible to change, adhere to professional conduct, review various situations and suggest the required adjustments, be prepared to take risks in a continuous changing educational environment, working towards a shared vision and engage in and motivate teamwork (Van der Vyver *et al.*, 2021:138). Other unique South African determinants that emanate from Van der Vyver ***et al.'s*** (2021:138) research is that teacher leaders need to render support and assistance by creating conducive learning environments; need to be caring and treat all stakeholders with compassion; fulfil the task of manager and mentor in learning processes and be a researcher and lifelong learner (Van der Vyver *et al*., 2021:144). According to Grant (2008:88), TL in South Africa is formulated as

> *"a form of leadership beyond headship or formal position. It refers to teachers becoming aware of and taking up informal- and formal leadership roles both in the classroom and*

beyond. It includes teachers working collaboratively with all stakeholders towards a shared and dynamic vision of their school within a culture of fairness, inclusion, mutual respect and trust."

With the concept of TL in the South African context explained, it is necessary to unpack the dimensions and aspects of TL to provide more clarity on the concept of TL.

2.3.3 Dimensions, assumptions, and aspects of teacher leadership

The dimensions of TL revolve around the areas or zones where TL is enacted, as well as the six roles of TL enacted in each zone, whereas the assumptions and aspects of TL refer to the facets and attributes of TL. Researchers emphasise diverse aspects of TL, according to the background and viewpoint of their specific study (Berg & Zoellik, 2019:3). As this diverse emphasis leads to even more uncertainty on the concept under study, researchers (Berg & Zoellik, 2019:3; Grant *et al*., 2010:7; Grant, 2019:41; Harris, 2003:316; Taylor *et al*., 2019:687; Webber, 2018:4; Webber 2021:25) strive to identify evident dimensions and aspects of TL, in order to provide more comprehensibility.

2.3.3.1 Dimensions of teacher leadership

Teacher leadership in a secondary school can be enacted in certain areas or regions, through taking up certain TL roles inside the classroom, as well as beyond. For the purpose of this study the enactment of TL is supported by Grant's (2008:93) (figure 2.2) four zone-model of TL (Grant *et al*., 2010:7), where the enactment of TL is divided into six TL-roles (Grant, 2019:43), enacted in four zones or areas.

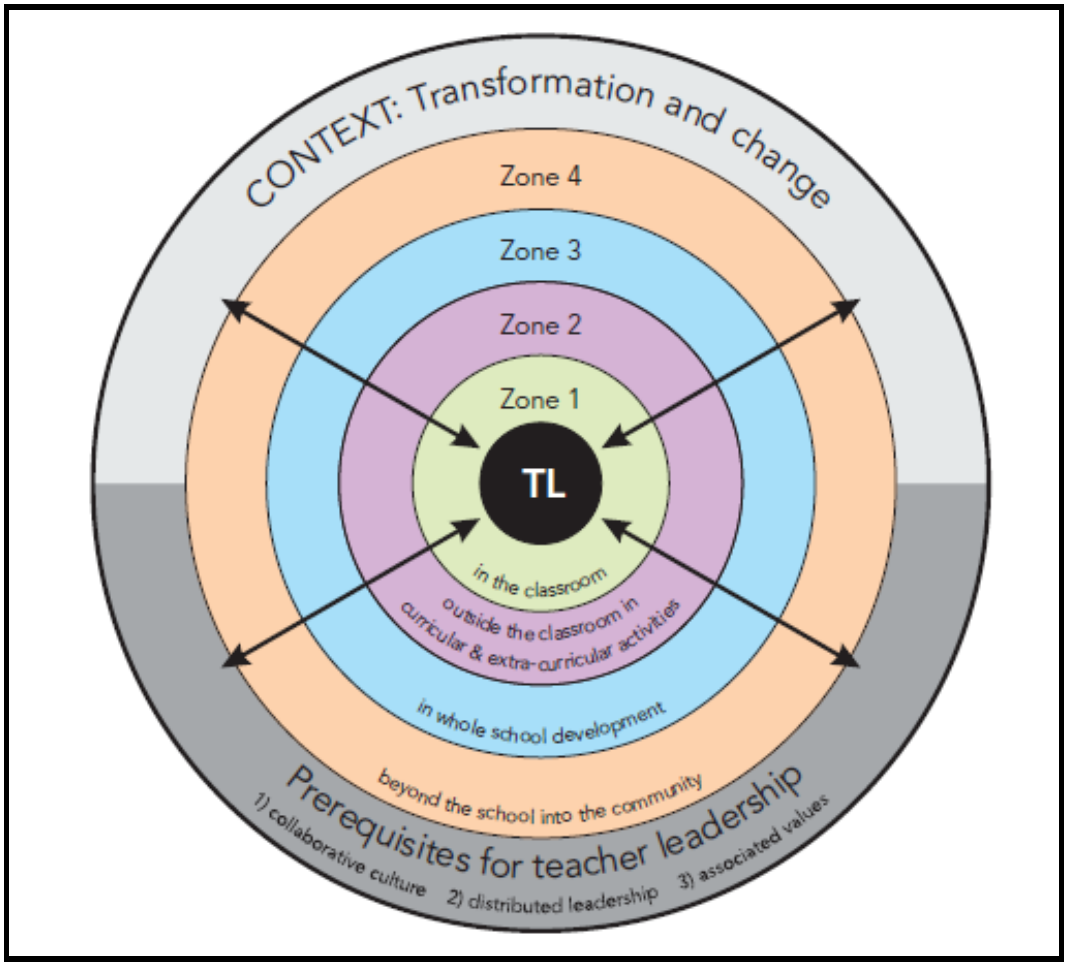

Figure 2.2 Grant's (2008:93) model of teacher leadership

Teacher leadership in the classroom (zone 1) involves the development of teaching and leadership skills within the classroom, while continuing to teach (TL role one). The enactment of TL in zone two encompasses collaboration with colleagues and learners beyond the classroom, regarding the provision of "curriculum development knowledge" (TL role two), "leading in-service education and assisting other teachers" (TL role three) and the "performance evaluation of teachers" (TL role four) (Grant, 2008:93; Grant, 2019:43). TL in zone three involves managing and leading peers and colleagues (TL role five), as well as participation in school level decision-making (TL role six). And finally, TL enactment in zone four comprises managing and leading colleagues and peers (TL role three) among bordering communal schools, regarding curriculum development knowledge (TL role two) (Grant, 2008:93; Grant, 2019:43). Apart from the six TL-roles, which can be enacted in four zones or areas, researchers (Harris, 2003:316; Webber, 2018:4; Webber 2021:25) identify dominant assumptions and aspects regarding TL.

2.3.3.2 Assumptions and aspects of teacher leadership

According to the Merriam-Webster online dictionary, assumptions refer to a fact or statement regarded as the truth (Merriam-Webster, Inc., 2021). The assumptions regarding TL, which are emphasised by Webber (2018:4), are embedded in enhanced teaching and learning, leading to an overall increase in school performance. The first assumption is that TL facilitates a comprehensive learning environment for learners, inside and outside the classroom, through the collaboration of colleagues and peers, encompassing constant professionalism throughout (Webber, 2018:4). Secondly, Webber (2018:4) makes the assumption that teacher leaders are responsible for employing continuous PD to facilitate life-long learning, to respond to changing initiatives and to liaise with the community to the best interest of the school and broader society (Webber, 2018:4). The enactment of TL therefore creates a positive learning atmosphere for teachers and learners in which the practice of professional teamwork could enhance teaching and learning for the benefit of the whole school and broader community.

The aspects of TL on the other hand, encompass the facets and features of TL and are acknowledged by various researchers. Webber (2018:4; 2021:25) illuminates the formal and informal enactment of TL, the school culture required for the enactment of TL, TL as part of PD, and the positive effect TL has on the overall improvement of the school (figure 2.3).

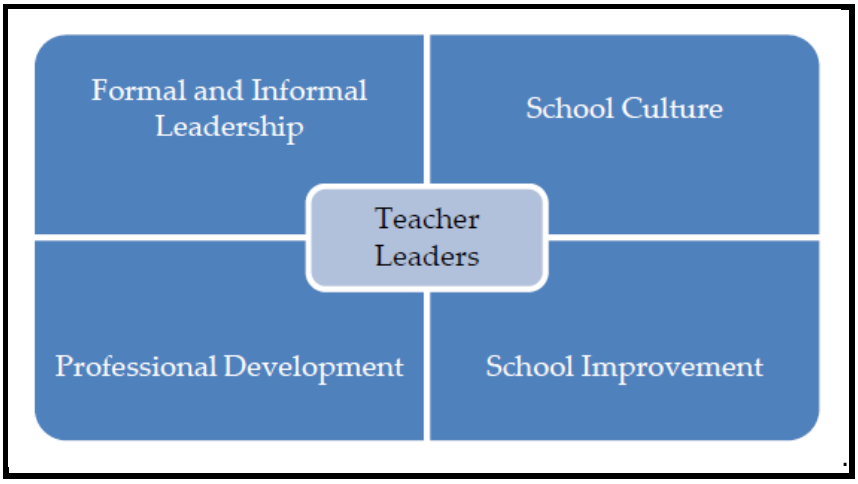

Figure 2.3 Webber's (2021:25) aspects of TL

Harris (2003:316) also mentions the latter (improvement of the school) and adds the aspect of participative TL through teamwork, the role of mediator through the sharing of knowledge and the creation of healthy working relationships among team members. The attributes or characteristics evident among teacher leaders are identified by Webber (2018:4; 2021:23) as "accountability, advocacy, cultural reflection, risk taking, shared vision, stability and teamwork, responsiveness, inclusiveness, openness to change, professionalism and reflection". While the

impact of TL on overall school improvement (§ 2.3.6), the required school culture needed for the enactment of TL (§ 2.2.6.4) and TL as part of PD (§ 2.2.6.3 & 2.4.4.3) are dealt with elsewhere in this chapter, the formal and informal enactment of TL will subsequently be considered.

2.3.3.2.1 Formal teacher leadership

The first important aspect of TL is the enactment thereof in either a formal- or informal position. Formal TL refers to the practice of TL due to a formal title, or teachers occupying an official TL position (Bush, 2015:671; Fennel *et al.,* 2015:7; Killion *et al.,* 2016:6; Lovett, 2018:1; Webber, 2018:4). Formal teacher leaders have the responsibility to act as subject coordinators, heads of department or heads of grades, and often enact TL beyond the classroom (Harris, 2003:314; Killion *et al.,* 2016:6). The enactment of formal TL in South African schools is practised by post-level two (or higher) teachers in "formal positions of authority, such as principals, deputy-principals and DHs" (Van der Vyver *et al*, 2021:133). However, the opportunity to enact formal TL, is sometimes granted to skilled and agile post level one teachers, who often do not have the prospect to fulfil post level two positions. Teachers occupying a post level one position, who reveal exceptional TL qualities, could be co-opted by the principal to serve on the SMT as subject heads and grade guardians in a formal TL position. Teachers employed in a formal TL position have the responsibility to lead according to the job-specific criteria of the title occupied, have managerial- as well as academic leadership responsibilities and are members of the SMT (Muijs & Harris, 2003:440). Teachers further have the opportunity to fulfil informal TL positions through the enactment of informal TL.

2.3.3.2.2 Informal teacher leadership

The enactment of informal TL is performed by classroom teachers within the classroom, as well as beyond. Skilful and knowledgeable fulltime classroom teachers execute management- and leadership tasks through the informal interaction with colleagues, without occupying any formal TL position (Fennel *et al.,* 2015:7; Flores, 2018:24; Hunzicker, 2012:269; Killion *et al.,* 2016:6; Lovett, 2018:1; Moonsamy, 2010:11; Webber, 2018:4). This informal interaction focusses on the principles of professional collaboration, development and growth through sharing expertise, and simultaneously learn from each other (Grant *et al*, 2010:402). Informal TL is often seen as "emergent" as skilful teachers choose to take the lead in certain aspects in the school (Arden & Okoko, 2021:71; Bush, 2015:671; Harris, 2003:314; Harris & Muijs, 2002:2; Killion *et al.,* 2016:10). According to Hunzicker (2012:269) the role of these informal teacher leaders is "located somewhere between administrative leadership and invisible leadership", as they lead from within the classroom. Informal TL therefore resides with "classroom-related" activities such

as planning, discussing goals and objectives, controlling, and managing actions, generating an enjoyable working atmosphere, "supervising, motivating those supervised, and evaluating the performance of those supervised" (Harris, 2003:314). Although the enactment of TL is implicated in South African education policies (Van der Vyver *et al.*, 2021:130, Manuel, 2012:2), Van der Vyver *et al* (2021:133) mention that informal TL in South Africa is generally unacknowledged and merely seen as setting a good example. However, the practice of informal TL is practised by some South African teachers occupying post level one positions who have the self-assurance and skill to lead colleagues and to practise the core role of mentor and trainer, even without a formal and official TL title. As these teachers who have leadership responsibilities, such as sports- and culture organisers, normally are non-members of the SMT, the enactment of these TL roles is seen as informal TL. The expansion of TL to involve formal TL as well as informal TL leads to the concept of shared- or distributed TL.

2.3.4 Distributed teacher leadership

Distributed leadership emerged from the objective of dispersing or sharing leadership roles, rather than centring leadership roles in an individual, such as the principal. Distributed TL is one of the most important leadership models of the 21st century and is regarded as a prominent phenomenon in the modern educational field (Bush *et al*, 2011:32). Grimm (2020:455) and Harris (2003:317) mention that the concept of distributed TL especially enhances the understanding of the prevalent unclear concept of teacher leadership.

Distributed TL involves the distribution of TL, which is different from simply designating leadership tasks. Whereas the designation of TL implies assigning responsibilities to individuals in certain TL positions, distributed TL rather refers to the opportunity every teacher in a school has to enact TL as a team effort (Arden & Okoko, 2021:73; Harris, 2003:317; Van der Mescht & Tyala, 2008:227). A culture of shared reliance and cooperation is needed for distributed TL to bloom in a school as an organisation and would simply not be possible where hierarchical TL still exists (Van der Mescht & Tyala, 2008:227).

Distributed TL imposes the expansion of leadership beyond the principal to a more "democratic and collective form of leadership" (Grant, 2019:37; Harris, 2003:317). This implies that the principal, as well as teachers in formal TL positions, renounce their power to other teachers, creating the opportunity for all teachers to enact TL (Flores, 2018:27; Harris, 2003:319; Mosoge & Mataboge, 2021:94; Sejanamane, 2014:17; Van Deventer, 2016:118; Van der Vyver *et al.*, 2021:130; Williams, 2011:193). Autocratic and hierarchical leadership is now eliminated and teachers have the opportunity to creatively interact, to share authority and to have an impact on

the school as an organisation. Through participating in managerial- and TL processes, teachers develop from passive policy implementers to the creators of new knowledge and practice (Derrington & Anderson, 2020:1; Williams, 2011:194). As this expanded opportunity involves more teachers in leadership- and managerial tasks and shared-, collaborative decision-making processes, TL is seen as teamwork, rather than the collective attempts of individuals (Arden & Okoko, 2021:73; Van der Mescht & Tyala, 2008:226).

Distributed TL therefore implies the distribution of TL among various teacher leaders in formal and informal TL positions, as members or non-members of the SMT, enacting TL through teamwork efforts. Although distributed TL advocates teamwork and not simply the allocation of leadership tasks, care needs to be taken not to sacrifice organisational focus through diffused leadership (Harris, 2003:319). Specific responsibilities and duties have to be confined to formal leadership positions (for instance the principal), which need to guide all teacher leaders through teamwork and participative processes (Harris, 2003:319; Williams, 2011:193). A collective and sturdy structure, built upon shared values, beliefs and common objectives, is therefore essential in an attempt to provide organisational direction during a system of distributed TL. As South African educational policies and legislation directly or indirectly imply a system of distributed TL (Van der Vyver *et al.*, 2021:132), distributed TL was used as the context in which TL is described in this qualitative study. South African teachers therefore have the opportunity and responsibility to act as formal or informal teacher leaders in secondary schools.

2.3.5 Teachers as leaders in secondary schools

The context in which this qualitative study was executed, is a South African, public, secondary school. Secondary schools in South Africa consist of grades eight to twelve, and it generally takes five years to complete. The secondary school phase is divided into a lower phase and upper phase (Macha & Kadakia, 2017). The lower phase comprises grades seven (part of primary schools) to nine, is compulsory and students usually start at age 12 or 13. The upper phase on the other hand, also known as Further Education and Training (FET), commences at grade ten, lasts up to Grade 12 and is not compulsory. In the South African education system, a teacher refers to a professionally qualified educator who is registered with the South African Council for Educators (SACE), who is either state-employed or employed by the School Governing Body and working at a public or independent school (SACE, 2012:2). The roles and responsibilities of teachers working at these South African secondary schools are stipulated in the Personnel Administrative Measures (PAM) (2016:12) under the Employment of Educators Act, 76 of 1998.

2.3.5.1 The roles and responsibilities of teachers

The roles and responsibilities of teachers in secondary schools are diverse. Their primary and core role is the responsibility to teach or to transfer "knowledge and values for children" (DBE, 2018). Teaching further comprises the "academic, administrative, educational and disciplinary aspects" in the classroom, as well as consolidating, organising and implementing extra-curricular and co-curricular events beyond the classroom (PAM, 2016:12). Teachers are obliged to continuously develop themselves and to contribute to the PD of colleagues and peers through sharing knowledge and experiences (PAM, 2016:12). Teachers fulfil a liaison role through the responsibility to communicate with colleagues, teachers at neighbouring schools, parents, departmental committees and the broad community (PAM, 2016:12). Devoted to education, teachers have the responsibility to transform (Grant, 2019:40) and uplift society and to engage in the development of learners to become better citizens (DBE, 2018; PAM, 2016:12).

Teachers in secondary schools further have the responsibility to accept a TL role. The enactment of TL is evident in either formal- or informal teacher leadership positions and is embedded in policy and legislation (SASA; Norms and Standards for Educators (2000); EEA) (§ 2.3.3.2.1 & 2.3.2.2.2). TL has clear and distinctive roles to play. According to Katzenmeyer and Moller (2001, cited Harris, 2003:316), the TL role encompasses the leadership of colleagues and students (as facilitator, coach, mentor, trainer and curriculum specialist), the leadership of organisational and managerial responsibilities and leadership in decision-making processes as part of stakeholder committees. Harris (2003:316) adds the aspects of "translation" (transferring and incorporating) of agreed-upon overall school improvement principles into classrooms, the responsibility to promote distributive and participative TL through mediation and managing interrelated working relationships.

The enactment of TL in secondary schools accords with the concept of distributed TL. For distributed TL to fully come to fruition, a culture of collaboration, cooperation, teamwork and a shared vision, mission and ethos is necessary (Williams, 2011:195). In an attempt to develop strategies for the enhanced enactment of TL, the SMT needs to be aware of teachers' perceptions regarding TL.

2.3.5.2 Perceptions of teachers towards teacher leadership

Teachers have divergent perceptions regarding the enactment of TL in secondary schools. Teachers' perceptions are defined as the ideas or imaginings teachers have regarding their professional practices, which were formed through their background knowledge and life

experiences (IGI-Global online dictionary, 2021). Teachers are reckoned as human resources of the school, as they interact with learners, colleagues, and parents during everyday school activities. It is therefore apparent that their personality traits and beliefs could influence the enactment of TL in a school (Chien, 2020:47). A self-centred teacher with a resistance to sharing power and authority, resists the objective of distributed TL and consequently hinders the enactment of TL (Williams, 2011:193). Subsequently teachers with a traditional belief in the supremacy of a hierarchical management system could hamper the principle of distributed TL, which will result in the limited enactment of TL (Killion *et al.,* 2016:16; Williams, 2011:193). Unambitious, apathetic teachers with a desire to loiter from accountabilities and responsibilities, as well as teachers lacking self-confidence, could furthermore result in capability- and aptitude challenges as teachers refuse to be involved in TL. Contrary to the mentioned unwilling teachers, other teachers are more than willing to take up TL positions.

Researchers determined that teachers are positive about TL and that they are ready to shift towards participative and distributed TL (De Villiers & Pretorius, 2011:574; Grant *et al*., 2010:401; Killion *et al.,* 2016:17). The perception is that TL is sufficiently enacted inside the classroom, but lacks enactment beyond the classroom in whole-school activities and in the community (Chien, 2020:47; Grant *et al*., 2010:401). Teachers furthermore admitted the necessity of PD for the development of TL, especially beyond the classroom, through shared decision-making during participative TL practices (Grant *et al*., 2010:411; Killion *et al.,* 2016:7; Mestry *et al*., 2009:476).

Some teachers on the other hand, have a negative perception regarding PD activities for the enhanced enactment of TL in relation to the prospects of assessment and appraisal (Mestry *et al*., 2009:476). This negative perception was advanced from the time of the previous South African apartheid regime, where evaluation and appraisal were experienced as political, biased, ambiguous and obscure (Mestry *et al*., 2009:476). Teachers are subsequently adversarial towards any form of assessment during PD activities, which could have a negative impact on the aim of enhanced enactment of TL through PD practices. However, according to Mestry *et al*. (2009:476), teachers still agree on the positive impact of PD on teaching and learning and subsequently on the development of TL skills. PD practices could thus be employed as a strategy to advance the enactment of TL. To reinforce the rationale for the research on TL, it is subsequently important to indicate the significance of the enactment of TL in secondary schools.

2.3.6 Significance of teacher leadership

TL in its true form presents itself as distributed TL, which entails participative or shared decision-making. The significance of the enactment of TL is pivotal to the economic and political demands set to the educational system due to globalisation, to the positive effect of professional teacher growth and also to the overall improvement of the school.

2.3.6.1 Demands of globalisation

Globalisation is defined by the Merriam-Webster online dictionary as an integrated global world characterised by "free trade and free flow of capital" (Merriam-Webster, Inc., 2021), where countries all over the world are influencing one another. Huge economical, technological, social and political demands are therefore set by quickly-changing societies globally, especially in the recent two years owing to the global COVID-19 pandemic (Hunzicker, 2012:267; Fennel *et al*., 2015:10; Webber & Okoko, 2021:12; Williams, 2011:195). These demands result in commercial leaders and politicians continually employing education as a means through which prosperous economies could be built and adapted to altering challenges (Bantwini & Letseka 2016:329). The modus operandi of stakeholders is to firstly democratise schools (Grant *et al*., 2010:402) and then to drive transformation through democratisation. Consequently, as a result of globalisation, teaching today entails more complex roles and responsibilities than ever before (Aris, 2021:45). The South African education system serves as an example, as South Africa has been immersed in transformation since 1994 and has experienced the mentioned demands since that time (Grant *et al*., 2010:401; Karani, 2015:24; Van der Linde, 2006:512; Williams, 2011:196). As a result, the South African DBE is subjected to the development of skills and knowledge to enable citizens to improve the quality of their lives and to contribute to a peaceful, productive and democratic nation (Bantwini & Letseka, 2016:330; Fennel *et al*., 2015:10). In order to fulfil these demands, strong and visionary TL is needed, comprising professional teacher leaders who are skilled, experienced and agile (Bantwini & Letseka, 2016:329; Webber & Okoko, 2021:12). This results in an increased need for professional and skilled TL worldwide as well as in South Africa (Bantwini & Letseka, 2016:329; Fennel *et al*., 2015:6; Webber & Okoko, 2021:12), which requires professional teacher growth and -development through the enactment of TL.

2.3.6.2 Professional teacher growth

Distributed TL creates the opportunity to enact TL, either formally or informally, which paves the way for professional teacher growth. The enactment of TL through distributed TL and participative- and shared decision-making processes has its significance in the fact that it

enhances teachers' self-confidence, motivation, productivity and job satisfaction (Buthelezi & Gamede, 2019:14547; De Villiers & Pretorius, 2011:574; Harris, 2003:318). Distributed TL further enables the development of collegiality amongst teachers, which provides a new context to the liaison between "power, authority and influence" of TL (Aris, 2021:45; Williams, 2011:195). The enactment of TL thirdly enables teachers to become producers of innovative information through participative leading processes, which enhances professional teacher growth and -development (Williams, 2011:193). TL subsequently leads to overall teacher effectiveness and capability and enables the professional growth of teachers (Arden & Okoko, 2021:54; Aris, 2021:45; Flores, 2018:30; Killion *et al.,* 2016:6; Wan *et al*., 2018:133; Williams, 2011:195), which consequently has the capacity to lead to overall school improvement.

2.3.6.3 Overall school improvement

A school culture conducive to the enactment of TL enhances the professional growth of teachers, learner achievements, and eventually the overall improvement of the school. Distributed TL is especially significant in the management of teaching and learning, as teachers are more in touch with classroom practice, management of discipline, directing the curriculum, selecting educational resources, and evaluating learning policies for the school as an organisation (Printy & Liu, 2021:295). Teachers responsible for managing teaching and learning evaluate, control, monitor and coordinate the curriculum and learner performances in an attempt to enhance overall school performance (Printy & Liu, 2021:295; Uysal & Sarier, 2019:990). The significance of the distributed TL approach is that principals have access to crucial information and decision zones, while teachers have information regarding learners and curriculum. Through teamwork and shared decision-making, distributed TL can now be utilised to make the best decisions for the whole school as an organisation regarding specific or overarching school matters, taking the opinion of all stakeholders into account (Printy & Liu, 2021:295).

The participation of teachers in TL results in an enthusiastic and motivated teachers' corps, enhanced teacher performance, self-confidence and esteem, occupational contentment and organisational dedication (Aris, 2021:46; Buthelezi & Gamede, 2019:14547; Grant *et al*., 2010:402; Printy & Liu, 2021:291; Warren, 2021:8). Consequently, this could result in the enhancement of teaching and teaching culture, learning, motivation and participation, school culture and climate, overall teacher effectiveness and capability, and as a result, an increase in overall school performance (Arden & Okoko, 2021:54; Aris, 2021:46; Botha, 2018:10812; Bush *et al*, 2011:31, Grant *et al*, 2010:402; Khumalo, 2018:12167; Moonsamy, 2010:37; Printy & Liu, 2021:292; Wan *et al*., 2018:133; Warren, 2021:9; Webber, 2021:31). The significance of the

enactment of TL therefore lies in the fact that it enables the professional growth of teachers, attains the school's vision, and implements change initiatives to the benefit of the school and larger community (Aris, 2021:46; Grant, 2019:38; Hunzicker, 2012:270; Fennel *et al*., 2015:12; Warren, 2021:9; Webber, 2021:31). The enhanced enactment of TL will inevitably lead to competent teachers and a high performing, functional school in a flourishing community.

The discussion on TL proved the topic as crucial in the transformation of South African schools, fundamental in the modern educational climate and definitely worth researching (Grant, 2019:37). As research identified a lack in sufficient and adequate training programmes in TL (Bush *et al*., 2011:32; Bush & Heystek, 2006:71; Karani, 2015:24; Mestry, 2017:7; Mosoge & Mataboge, 2021:94; Msila, 2011:437; Ndimande, 2005:48; Sejanamane, 2014:323; Williams, 2011:195), the quest emerged for PD to be utilised as a strategy for the development and enactment of TL in secondary schools.

2.4 Professional development

Professional development (PD) is demarcated rendering different views and perspectives, and is regarded as a very broad, comprehensive and unclear term. This uncertainty lead to conflicting and uncertain clarification in the literature and could result in the hindering of the conduction of PD (Kalinowski *et al*., 2019:1; Mosoge, 2008:166). According to Borg (2018:195), Kalinowski *et al*. (2019:1) and Zepeda *et al*. (2014:296) PD entails any action that targets positive change in teachers' abilities, and involves any focussed, formal and informal learning and training opportunities for teachers. Harland and Kinder (2014:669), as well as Wiehahn and Du Plessis (2018:3), support this definition and add that PD serves as an instrument for teachers to adapt to change. Mosoge (2008:166) on the other hand, prefers to use the term "talent development" instead of PD and argues that unresolved skills can be advanced into elevated skills through instruction, guidance and training. PD is defined in this research study as the growth in knowledge and skills throughout the teacher's career, to ensure adaptation to a continual changing teacher environment (South African Council for Educators, 2012:2).

As PD is regarded as a powerful method to inspire and train teachers to fulfil essential TL tasks and responsibilities, it becomes essential to investigate PD that can be utilised by SMTs to enhance the enactment of TL (Borg, 2018:195; Flores, 2018:24; Hunzicker, 2012:268; Mestry *et al*., 2009:488; Msila, 2020:106; Ono & Ferreira, 2010:59; Pan & Chen, 2020:4; Zepeda *et al*., 2014:296). Research demonstrates, however, that solitary PD delivers insufficient training to fulfil TL duties and that TL-focused PD on the other hand, only delivers marginal teacher

support (Borg, 2018:195; Hunzicker, 2012:267; Ono & Ferreira, 2010:59; Zepeda *et al*., 2014:296).

To advise SMTs on suitable strategies for the enhanced enactment of TL, the concept and nature of PD according to the Oldroyd and Hall Model (Oldroyd & Hall, 1991:28) for PD, is discussed. The structure of current PD practices, internationally as well as in the South African context, is then unpacked, followed by the significance of PD in secondary schools. To determine the features of effective PD for the enactment of TL, the limitations of current PD practices as experienced by teachers are discussed.

2.4.1 Nature of professional development

The nature of PD encompasses the intrinsic character of PD and includes all practices, actions and processes focussing on the PD of teachers. PD programmes or -practices are described as organised, informative activities, which enables the teacher to enhance knowledge, problem-solving- and technical skills and teaching practice (Mestry, 2017:2). The nature of PD activities is always focussed on the main objective of contributing to quality teaching and learning, which is reckoned as the core business of education (Kennedy, 2014b:691; Mestry *et al*., 2009:488; Mestry, 2017:1). This main objective could be attained through teacher development and the expansion of TL to include informal TL positions, possibly through employing effective PD practices.

Professional development practices occur in many forms. PD practices comprise of informal, concise and individual activities such as reading educational articles, to the more formal teacher development projects organised by institutions and the DBE (Borg, 2018:195). Mosoge (2008:180) on the other hand, distinguishes between traditional modes of PD (workshops, conferences and seminars) and reform types of PD. The latter includes study groups, mentoring (Hudson, 2013:780), peer coaching, retreats, networking, teamwork and group work, collaboration and action research, planning days and clustering and school visits.

PD practices are structured and arranged according to various aims and objectives. Some PD practices aim primarily at the enhancement of educational knowledge, abilities and aptitudes, while others are structured to accentuate certain skills (Kennedy, 2014b:692). Mentoring for instance is an appropriate PD practice to enhance self-sufficiency, creativeness and independence, as well as collaborative networking (Kennedy, 2014b:692). SMTs need to incorporate a variety of different types of PD practices when developing and structuring PD programmes in order to fulfil the needs of the teacher as an individual, but also the school as an organisation. Apart from the mentioned PD practices, various other PD practices are

developing (like online interactive PD training), as PD is gaining interest internationally as well as in South Africa. The structure of international PD practices and programmes is subsequently discussed.

2.4.2 Structure of current professional development practices and -programmes internationally

As evident in South Africa, PD practices continuously gain interest internationally as well, due to the importance thereof to facilitate educational change (Hudson, 2013:771; Kennedy, 2014b:691; Uysal & Sarier, 2019:990). Teachers in Australia and South Africa are obliged to enhance their educational skills through PD, by devoting a minimum of 30 hours per year for PD practice (Australia) and 80 hours per annum in South Africa (Hudson, 2013:771). A quest to provide for specific leadership training programmes through PD practices recently is trending internationally (Bush *et al*., 2011:39), as demands set to teachers and TL worldwide have increased tremendously. Enhancing teachers' knowledge and skills in an ever-changing global educational environment, requires flexible and innovative PD programmes which fulfil the unique needs of individuals and schools (Bush *et al*., 2011:39; Uysal & Sarier, 2019:990). In the USA, PD is delivered through various pathways such as university programmes, district-sponsored PD, as well as "on-the-job"-training (Hunzicker, 2012:268). The United Kingdom embarked on "in-service education and training (INSET)" as preferred PD practice, in order to facilitate unambiguous and planned educational change (Harland & Kinder, 2014:696).

However, although the positive effects of PD are accepted (Hudson, 2013:771), there is also an outcry internationally that current PD practices are ineffective, do not meet the needs of teachers and prove to have several limitations. Research completed in elementary Chicago schools identified a need to replace current passive, technical, "anti-dialogical" and ineffective PD practices with PD practices which allow dialogue, participation and critical thinking (Kohli *et al*., 2015:9). Limitations of PD practices proved to include limited time for PD, as well as the high cost of quality PD programmes. In Australia PD is severely limited, due to teachers' workload and limited resources in the form of funds (Hudson, 2013:771). The current structure of South African PD practices and programmes incorporates both informal- and formal PD activities.

2.4.3 Structure of current professional development practices and programmes in South Africa

Professional development practices and progammes in South Africa are managed by the South African Council for Educators (SACE). SACE is a professional council established in terms of

the SACE Act no.31 of 2000 and has the mandate to manage the PD of teachers. Currently, PD activities are divided into three types of activities: activities initiated by the teacher (type 1), activities initiated by the school (type 2) and activities initiated externally through teacher unions and professional institutions (type 3) (SACE, 2012:10). While existing PD programmes differ substantially regarding content and structure, all PD programmes have the same objective: to enhance teaching practices for the overall improvement of teaching and learning (Mestry, 2017:1). The content and the structure of existing PD activities (type 1 to 3) are discussed according to the Oldroyd and Hall Model for PD (Oldroyd & Hall, 1991:28).

2.4.3.1 The Oldroyd and Hall Model

The Oldroyd and Hall Model (Oldroyd & Hall, 1991:28) categorises PD practices and activities as either professional training (type A activities) or as professional support (type B activities). Whereas professional training refers to teacher development at institutions through structured training activities facilitated by experts during lectures and discussions, professional support refers to school-based activities (Mosoge, 2008:165). These school-based activities encompass self-initiated activities by the teacher (like reading and listening to educational material), as well as school-initiated PD activities offered by colleagues and SMT members or service providers in the form of workshops and courses. Professional training, which is classified as type A activities, was the first to be magnified.

2.4.3.1.1 Professional training

South African educational legislation and policies have since 2001 focused on the vision of the former South African Department of Education and the current DBE to improve the quality of education in schools (Bush *et al*., 2011:31; Mestry *et al*., 2009:475). One way to attain this vision is through the PD of teachers in the form of professional training (SACE's type three PD activities). Professional training refers to teacher development at institutions through structured training activities and facilitated by experts during lectures and discussions (Mosoge, 2008:165). The former South African Department of Education introduced an Advanced Certificate in Education (ACE) in 2007 provided by universities, with a focus on school leadership through a common content framework (Bush *et al*., 2011:32). Recently, the ACE was expanded into the Advanced Diploma in School Leadership and Management (Bush *et al*., 2011:31; Bush & Glover, 2016:211), delivered by various Higher Educational Institutions (UP, UJ, NWU, UNISA). Several universities (North-West University, University of Pretoria) also offer a BEdHonours-degree in school management and leadership as professional training opportunity, for teachers to develop TL skills.

2.4.3.1.2 Professional support

Professional support refers to school-based activities and corresponds with SACE's type one and type two PD activities (Mosoge, 2008:166). Type one PD activities (self-initiated) encompass reading or listening to educational material, attending meetings, mentoring and coaching, leading projects, and marking and assessing. Type two PD activities (school-initiated) are offered by service providers in the form of workshops and courses, or by attending school- and subject committee meetings, or participation in development activities. Both type one and two activities aim to developing TL and job-related skills and knowledge, values and attitudes, in order to improve teaching- and learning practices, inside and beyond the classroom (Mestry *et al*., 2009:488; Moonsamy, 2010:33). Although each individual teacher should take ownership of PD (self-initiated activities), it is the responsibility of the SMT to encourage and manage these PD activities, as well as to initiate school-based PD activities (Grant, 2008:103). The Continuous Professional Teacher Development (CPTD) management system, administered by SACE, assists teachers and SMTs to organise and focus the PD activities of teachers in order to obtain the maximum PD benefit (SACE, 2012:5). The content and type of PD activities chosen are therefore the responsibility of every individual teacher, in partnership with the SMT and according to personal development needs, as well as the needs of the school as an organisation. The significance of PD has highlighted the importance of PD practices for the enhanced enactment of TL.

2.4.4 Significance of professional development

The significance of PD is embedded in the aim of effective management of the school, with the vision of creating a collaborative learning school culture (Msila, 2011:446; Msila, 2020:96). As it is widely accepted that stagnant managers and teachers lead to failing schools (Msila, 2011:446; Msila, 2020:96), the significance of PD is highligted through the development and growth of all teachers and staff members, overall school improvement and the enactment of TL.

2.4.4.1 Teacher development

Teacher development (§ 2.2.7.2) is grounded in the "lifelong learning" of teachers and is crucial to enhance occupational performance (Mestry *et al*., 2009:475; Msila, 2011:446; Msila, 2020:97; SACE, 2012:4). PD practices and activities, such as collaborative learning communities, coaching and mentoring, exposure to innovative concepts and meditative practices, stimulate teacher development and initiate continuous professional development (Msila, 2011:446). PD advance teachers through improving their knowledge and skills, by keeping them up to date with new research, enabling them to learn from their colleagues and constantly improving

teachers' dedication to their occupation (SACE, 2012:2). Effective PD practices increase teachers' self-confidence and increase their willingness to accept TL roles and responsibilities (Hunzicker, 2012:282). Confident teachers agree upon demanding goals, attempt challenging tasks and rapidly rebound from impediments (Hunzicker, 2012:282). As a result, teachers are more motivated and equipped with knowledge to enhance teaching- and learning practices, in order to help learners to excel and become better citizens. This enhanced motivation and dedication of teachers and learners consequently lead to the overall improvement of the entire school.

2.4.4.2 School improvement

The most important drive for PD is the belief that PD forms the basis for improving teaching practice and leadership, subsequently leading to an overall improvement on school performance (Borg, 2018:195; Bush *et al*., 2011:33; Msila, 2020:96; Ono & Ferreira, 2010:59; Zepeda *et al*., 2014:296). Research proves that the standard of teachers' practices and -leadership skills determine the standard of teaching and learning and the acquired capabilities and accomplishments of learners (Bush *et al*., 2011:33; Mestry *et al*., 2009:475). High competency in teaching practice and leadership in a teacher would consequently result in a high standard of learner capabilities and competencies. PD targeted at the entire teacher corps (formal and informal TL roles), would further unite the teachers and consequently develop a mutual vision and objective of exceptional teaching and learning practice (De Villiers & Pretorius, 2011:577). This positive impact of PD on teacher practice, leadership and motivation, enhances the overall school performance and the enactment of TL.

2.4.4.3 Enactment of teacher leadership

PD that focuses on the development of teacher leadership skills, progressively equips teachers to fulfil TL roles and responsibilities, facilitating the enactment of TL not only in the classroom (zone 1) (Grant, 2008:93), but also beyond the classroom (Flores, 2018:29; Hunzicker, 2012:267; Moonsamy, 2010:33; Msila, 2020:97). SMTs and mentors empowering and assisting teachers to take up TL roles and responsibilities, enhance the enactment of TL beyond the classroom (Hunzicker, 2012:282). This expanded opportunity for the enactment of TL enables teachers to collaborate with colleagues and to participate in shared decision-making, developing teachers' leadership skills through experience and involvement within an encouraging milieu (Hunzicker, 2012:282). Teachers now have the opportunity to practise learned knowledge, abilities, aptitudes and interests through participation and articulation with colleagues, which expands teachers' world beyond the classroom. Effective PD practices offer the benefit to

professionally grow skilled teachers through enhancing their leadership skills and employing them as mentors and trainers beyond the classroom, while still teaching inside the classroom (Moonsamy, 2010:33). Inappropriate PD activities can have a negative impact on the enactment of TL and could limit TL enactment. The limitations of current PD programmes and practices therefore need to be addressed.

2.4.5 Limitations of professional development

Although several PD activities or practices are currently available in the form of professional training and professional support, models of training and limited time and resources posed as limitations to PD practices.

2.4.5.1 Models of training

Ono and Ferreira (2010:59) highlight that PD is one of the key elements for teaching and learning, especially during educational transformation, as experienced in South Africa since 1994. However, models of training used during PD are often inadequate, insufficient, of poor quality and quantity and frequently not accomplishing the desired results (Borg, 2018:195; Govender, 2018:1; Hunzicker, 2012:267; Ono & Ferreira, 2010:59; Pan & Chen, 2020:4; Zepeda *et al*., 2014:296). One such example of inadequate training models is the so-called "cascade"-model, used during Outcomes-Based Education and Curriculum 2005-training (Grant, 2008:90). This model of training refers to the principle of training leading teachers and principals, who then transfer the gained knowledge to colleagues and teachers. The transferred, gained knowledge is often incorrect and tempered, which results in the ineffectual and/or misapprehension of vital knowledge (Ono & Ferreira, 2010:59). Most PD that focusses on TL enhancement and skills, only provides incidental support and does not prepare teachers sufficiently for TL and responsibilities (Hunzicker, 2012:267). Mestry (2017:1) highlights that no obligatory PD TL training programme subsists in South Africa and that a desperate need prevails for such programmes, in order to effectively govern and direct schools. Limited time and resources further render limitations to current PD practices.

2.4.5.2 Limited time

South African teachers are bound by the Employment of Educators Act 76 of 1998 to devote eighty hours per year, on top of their normal school hours, on PD activities. Research done by Moonsamy (2010:33) however, proves that this time devotion is the exception rather than the rule in many schools. Schools simply do not devote enough time to PD and teachers further experience that limited time is available for PD practices and activities, due to excessive

demands set to teachers, as well as their mammoth workload. This limited time devotion to PD results in inadequate PD and the limited enactment of TL (Grant, 2008:99; Hudson, 2013:771; Moonsamy, 2010:33; Williams, 2011:196). To even worsen the situation, the facilitation of change through effective PD practices is time consuming and definitely not attained through single workshops and once-off visits (Msila, 2011:446). The limited time devotion to PD has proved a barrier to the PD of teachers and could be one of the reasons for the limited enactment of TL. Schools further experience the challenge of limited resources that prevent the execution of effective PD practices.

2.4.5.3 Limited resources

Limited resources encompass limited funding, as well as limited opportunities for PD hosted by the SMT and DBE. Quality, attractive, effective and research-based PD programmes are expensive to not only host, but also due to the inadequate supply of teacher replacements (Hudson, 2013:771; Moonsamy, 2010:33; Williams, 2011:196). Limited funding is but one of the reasons for severely limited PD practices in Australia (Hudson, 2013:771). As the majority of South African schools are falling in the poverty ranking of quintile one, two and three schools (§ 3.4.1), SGBs have no extra money to pay for staff training from the school's budget. The DBE hosts limited opportunities for PD and teachers are subsequently deprived from training opportunities as schools cannot afford to fund self-initiated training opportunities. To determine PD strategies to enhance the enactment of TL, it is important to focus on the features of effective PD.

2.4.6 Features of effective professional development

Effective professional development enshrouds quality PD programmes, covering applicable and appropriate content and addressing the needs of teachers and the school as an educational organisation. Hunzicker (2012:267) exposes three factors for effective development of TL through PD programmes: acquaintance with research-based procedures, enhanced teacher confidence and attending to aspects outside the classroom. The appealing quality of PD programmes could be enhanced with the provision of cooperative interaction, where teachers have the opportunity to collaborate with local and communal teacher leaders to prevent "professional isolation" (Williams, 2011:196).

Effective PD practices render certain distinct features, which need to be taken into account by SMTs when determining strategies to enhance the enactment of TL. These features are the context of the PD activity, proper planning of the PD activity, job-embedded, appropriate PD activities, PD activities that are inclusive, and PD activities ensuing as a continuous process (De

Villiers & Pretorius, 2011:584; Flores, 2018:30; Gomba, 2019:2; Hunzicker, 2012:268; Mosoge, 2008:163; Williams, 2011:196). The first feature of effective PD that is magnified, is the context of the PD practice or activity.

2.4.6.1 Context

As PD focusses on the growth in knowledge and skills of the teacher, it focusses on the training of the individual teacher, but also on the teacher as part of the organisational team. Mosoge (2008:162) emphasises that the focus during this training process is particularly on the persona, and that it is thus important to acknowledge the context in which this training process takes place. Focussing on the individual as a person implies that the needs, desires and personality of the individual will influence the training process (Mosoge, 2008:162) and needs to be taken into account when structuring PD practices. As teachers are part of the school as an educational organisation, the background and context of the society or community, will also influence the design, structure and implementation of PD (Kennedy, 2014a:337; Mosoge, 2008:163). The context in which the school as an organisation functions, as well as the aims and objectives of the particular school, will therefore necessetate appropriate planning of the required PD practices.

2.4.6.2 Planning

Successful PD activities or practices are “planned, purposeful and systematic” (De Villiers & Pretorius, 2011:584) and directed towards formal- as well as informal TL. Although PD activities should be initiated by the DBE, SMTs need to take ownership for developing TL, through the planning and integration of PD practices and activities according to their specific vision and mission statements and needs (Grant, 2008:99; Mestry *et al*., 2009:488; Msila, 2011:446). When planning PD practices, SMTs need to focus on developmental TL programmes, rather than remedial PD programmes (Williams, 2011:197). Effective PD programmes should not be seen as “quick fixes for the very complex challenges faced by South African TL” (Williams, 2011:197), but rather aim at providing ongoing and sustainable TL development, based on the unique needs of the teachers and school. Consequently, PD activities or practices will appeal to teachers and cultivate their intrinsic motivation for the development and enactment of TL. Apart from having to be context appropriate and properly planned, PD practices further need to be focused on job-embedded collaboration.

2.4.6.3 Job-embedded collaboration

Job-embedded collaboration refers to PD practices which are related to current job-specific scenarios. PD programmes developed to enhance TL need to be combined with an arrangement of job-ingrained cooperation-practices to develop leadership skills progressively and over a period of time (Bush *et al*., 2011:32; Grant *et al*., 2010:411; Hunzicker, 2012:267). Effective PD programmes have to be appropriate and relate to teachers' daily responsibilities in the classroom, as well as their individual desires, concerns and fundamental values (Hunzicker, 2012:268). In order to strengthen and grow the newly attained knowledge and skills, PD programmes should include supplementary actions, such as application activities and contemplation (Bush *et al*., 2011:33; Hunzicker, 2012:268). It was found that teachers acquire procedural skills through workshops, but follow-up job-embedded mentoring is needed to develop the practical and general skills (Hunzicker, 2012:268). Apart from the development of TL skills, these "collaborated job-embedded" PD programmes have the additional advantage of developing informal TL through building trust relationships, while collaboratively participating in critical thinking and activity accomplishments (Hunzicker, 2012:268). According to the principle of distributed TL, effective PD practices need to be expanded to include all teachers in TL development programmes.

2.4.6.4 Inclusiveness

Inclusive PD practices are based on the assumption that teachers are best developed through collegial interaction in an unthreatening milieu, free from hierarchical and bureaucratic constraints (Kennedy, 2014b:691; Williams, 2011:196). PD practices and programmes which feature inclusiveness request alternative methods to create opportunities for group work, team efforts, networking and whole-school development (Williams, 2011:196). PD practices include all teachers in developing TL attributes to the development of teamwork abilities, attending to school climate, culture and cultural change and enabling "situational and organisational analysis" (Williams, 2011:196), to improve teacher and whole-school performance. To prepare schools for distributed TL through employing PD practices is a difficult undertaking and demands collaboration between SMTs, the DBE, higher education institutions, SACE, as well as professional and non-governmental organisations and teachers' unions (Williams, 2011:196). Effective PD practice providing inclusiveness should empower all teachers to develop TL abilities and to inform and enlarge teaching knowledge and skills applicable to a diverse learning environment (Williams, 2011:196). Inclusive PD practices provide the opportunity for shared problem solving through networking with other teachers experiencing the same

challenges. For PD to be effective, PD practices need to be a continuous process throughout the teachers' educational career.

2.4.6.5 Continuous professional development

Globalisation recently sets huge demands to educational systems and teachers are constantly facing educational change. Teachers need to adapt to these changing demands to ensure that high quality teaching that meets the demands set, are continuously delivered. Professional development is used as a means to support and develop teachers during educational change and should ensue on a continuous basis (Gomba, 2019:2; Killion *et al.,* 2016:12). This is supported by the Norms and Standards for Educators (2000) that stipulate that one of the competency roles of South African teachers is to be "lifelong learners". Teachers are therefore obliged by policy to

> *"… achieve ongoing personal, academic, occupational and professional growth through pursuing reflective study and research in their learning area, in broader professional and educational matters, and in other related fields".*

The development of effective strategies utilised by SMTs to enhance the enactment of TL therefore involves effective PD activities, which are planned, developed according to specific needs and the context of the individual as well as the school, continuous, and inclusive and job-ingrained.

2.5 Summary

The enactment of teacher leadership is evident globally and has gained importance over the past three decades (§ 2.3.1 & § 2.3.2). The prevailing uncertainty and ambiguity of the concept of TL compelled researchers to explore the dimensions, aspects and assumptions of TL (§ 2.3.3), in an attempt to fill the discovered research gaps on the poorly researched topic (Berg & Zoellik, 2019:3; Grant *et al*., 2010:7; Grant, 2008:93;Grant, 2019:41; Harris, 2003:316; Taylor *et al*., 2019:687; Webber, 2018:4; Webber 2021:25). Distributed TL was used as the context in which TL was described in this qualitative study, and is different from simply designating leadership tasks (§ 2.3.4) (Arden & Okoko, 2021:73; Van der Mescht & Tyala, 2008:227). Distributed TL involves the distribution of TL, which imposes the expansion of leadership beyond the principal to a more "democratic and collective form of leadership", pathing the way for a school-based management (SBM) system (Grant, 2019:37; Harris, 2003:317).

Globally, the demands set by globalisation quested for a decentralised, SBM system, which lead to the establishment of SMTs (Australia & South Africa), SLTs (England) and SBMCs

(Ghana & Nigeria) ((§ 2.3.1 & § 2.3.2) (Abreh, 2017:61; Bush & Glover, 2013:22; Chinenye & Victor, 2018:32; Cranston & Ehrich, 2005:79; Koc & Bastas, 2019:925; Thurlow, 2003:22; Van der Mescht & Tyala, 2008:222). The composition of SBM-teams varies globally, with the principal, deputy principal(s) and DHs normally included (Benoliel & Somech, 2018:5; Cranston & Ehrich, 2005:80; Maja, 2016:4; Ramalepe, 2014:19; Van der Mescht & Tyala, 2008:230). The main purpose of the SMT is to continuously focus on and enhance the teaching and learning of children as the central calling of education, and to provide leadership to improve and enhance overall school performance, while executing certain managerial and TL roles and responsibilities (§ 2.2.3) (Department of Basic Education, 2018:2; KZN Department of Education, 2010:60; Milondzo & Sema, 2015:2; Mosoge & Mataboge, 2021:94; Ramalepe, 2014:15; Sejanamane, 2014:17; Setlhodi-Mohapi & Lebeloane, 2014:477; Van Wyk & Marumoloa, 2012:102). SMTs should enact these responsibilities through promoting the enhanced enactment of TL among all SMT members and teachers. SMTs are further required to manage change as a strategic and continuous priority in order to guarantee the existence and growth of the school (§ 2.2.4) (KZN Department of Education, 2010:6; Van der Merwe, 2016:43). The effective performance of the SMT, influenced by barriers and enablers (§ 2.2.5), is critical in supporting, maintaining and promoting TL and subsequently overall school performance (§ 2.2.6) (Bush & Glover, 2016:214; Buthelezi & Gamede, 2019:14547; Cranston & Ehrich, 2005:81; De Villiers & Pretorius, 2011:586; Ndimande, 2005:9; Setlhodi-Mohapi & Lebeloane, 2014:476).

Teachers in South African secondary schools have diverse roles and responsibilities, including the responsibility to take up leadership roles in either formal or informal TL positions (§ 2.3.5) (DBE, 2018; EEA; Grant, 2019:40; Harris, 2003:316; Norms and Standards for Educators (2000); PAM, 2016:12; SASA. Although the enactment of TL is compulsory, the enactment of TL is often limited (§ 1.2). This limitation is due to the ambiguity and uncertainty of the concept of TL, the underperformance of the SMT due to unclear roles and responsibilities, and insufficient research done on TL in emerging democracies (Berg & Zoellik, 2019:3; De Villiers & Pretorius, 2011:587; Driescher, 2016:1; Fennel *et al*., 2015:7; Grant, 2019:38; Hunzicker, 2012:269; Lovett, 2018:1; Moonsamy, 2010:11; Schott *et al*., 2020:2; Taylor *et al*., 2019:687; Webber, 2021:21; Williams, 2011:191). From the related barriers and enablers that influences the performance of the SMT (§ 2.2.5), it became clear that teachers have various expectations, needs, and perceptions regarding TL, which involve a collaborative school culture and supportive mechanisms of sufficient time and structured programmes of TL development where distributed TL could flourish. Teachers are positive about TL and are ready to shift towards participative and distributed TL. Teachers are of the opinion that TL is sufficiently enacted inside the classroom, but lack enactment beyond the classroom in whole-school activities and in

the community (De Villiers & Pretorius, 2011:574; Grant *et al*., 2010:401). Teachers furthermore admit the necessity of PD for the development of TL (Grant *et al*., 2010:411; Mestry *et al*., 2009:476), but have a negative perception regarding the prospects of assessment and appraisal during PD (Mestry *et al*., 2009:476).

PD is regarded as a very broad, comprehensive and unclear term, with conflicting and uncertain clarification in the literature (§ 2.4) (Kalinowski *et al*., 2019:1). Although current PD practices are often considered as inadequate and frequently not accomplishing the desired results, PD practices are still regarded as a strategy utilised by SMTs to enhance the enactment of TL (Borg, 2018:195; Hunzicker, 2012:267; Mestry *et al*., 2009:488; Ono & Ferreira, 2010:59; Pan & Chen, 2020:4; Zepeda *et al*., 2014:296).

PD programmes or practices are described as organised, structured and informative activities, arranged according to various purposes and objectives which enable the teacher to enhance educational knowledge, problem solving and technical skills and teaching practice (Kennedy, 2014b:692; Mestry, 2017:2). The nature of PD practices and activities is always focussed on the main objective of contributing to quality teaching and learning through teacher development, and the expansion of TL to include informal TL positions (§ 2.4.1) (Kennedy, 2014b:691; Mestry *et al*., 2009:488; Mestry, 2017:1). PD is globally delivered through various pathways such as university programmes, district-sponsored PD, “on-the-job”-training (Hunzicker, 2012:268) and in-service education and training (INSET) (Hunzicker, 2012:268). The significance of PD is embedded in the effective management of the school resulting in overall school improvement, with the vision of creating a collaborative learning school culture (Msila, 2011:446) through the development and growth of all teachers, and the enactment of TL (§ 2.4.4). Although PD is significant regarding school management and the enactment of TL, models of training, limited time and limited resources pose limitations to PD practices (§ 2.4.5). SMTs need to incorporate a variety of different types of PD practices with certain distinct features (§ 2.4.6) when developing and structuring PD programmes in order to fulfil the needs of the teacher as an individual, but also the school as an organisation.

This study aims to collect applicable data to determine efficient strategies that could be employed by the SMT to enhance the enactment of TL. The next chapter focuses on the research design and methodology that underpinned the research.

CHAPTER 3
RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

The previous chapter established a conceptual and theoretical framework for the research study, based on an in-depth literature review and previous research done on the phenomenon. Various concepts such as School Management Teams, teacher leadership, and professional development (PD) were scrutinized. It was clearly indicated in the literature that PD forms an important strategy to enhance the enactment of TL. Decentralised, school-based educational management systems resulted in the formation of SMTs, which paved the way for the enhanced enactment of TL (Abreh, 2017:61; Bush & Glover, 2013:22; Chinenye & Victor, 2018:32; Cranston & Ehrich, 2005:79; Koc & Bastas, 2019:925; Thurlow, 2003:22; Van der Mescht & Tyala, 2008:222). Even though TL has a significant impact on education through the enhancement of overall school performance, the enactment of TL is often limited (Berg & Zoellik, 2019:3; De Villiers & Pretorius, 2011:587; Driescher, 2016:1; Fennel *et al*., 2015:7; Grant, 2019:38; Hunzicker, 2012:269; Lovett, 2018:1; Moonsamy, 2010:11; Schott *et al*., 2020:2; Taylor *et al*., 2019:687; Webber, 2021:21; Williams, 2011:191). To conquer this challenge, the researcher focused on several aspects deemed important that would assist the SMT to enhance the enactment of TL.

The aim of this chapter was to unwrap the research design and methodology, which refer to the plans and the procedures the researcher followed, in an attempt to answer the research questions (§ 1.3) and reach the purpose and objectives (§ 1.4) of the research. The main purpose of this research was to develop strategies that School Management Teams could implement that would enhance the enactment of teacher leadership in secondary schools.

The unwrapping of the research design and methodology commences with an explanation of the research paradigm and research design, followed by an elaboration of the research method through a description of the population and sampling strategy, the data collection method and the process of data analysis. The procedures followed to enhance the trustworthiness of the research, as well as the ethical considerations undertaken are then elaborated upon. The chapter concludes with a declaration of the role of the researcher.

3.2 Research paradigm

The research paradigm refers to the assumptions the researcher had regarding the research world, the selected participants and data collection method, the relationship between the researcher and the research world, as well as the purpose of the research (Grosser *et al*., 2018:20; Maree, 2020:37). These beliefs of the researcher became the lens, the world view or the way principles were organised, by which reality was interpreted (Maree, 2020:36). Although the research paradigm did not compel the research, it remained hidden and underpinned the research design (Cohen *et al*., 2018:6; Creswell, 2014:5).

Epistemology is one of the assumptions underpinning social research and underlies an interpretivist paradigm (Nieuwenhuis, 2020a:73). The interpretivist adopts a softer and more subjective viewpoint during the practice of research and is concerned with the essence of knowledge, the forms and nature of the knowledge, how it is acquired and how it is communicated to other human beings (Cohen *et al*., 2018:5; Maree, 2020:36; Nieuwenhuis, 2020a:73). In this study, the researcher acted as interviewer during the individual semi-structured interviews and was therefore immersed in the research. Consequently the knowledge gained during the research is described as subjective and constructed (Grosser *et al.,* 2018:25).

The interpretive paradigm pertains to the individual, and considers the subjective interpretation of human beings and the way they understand the world or a specific phenomenon (Cohen *et al*., 2018:19; Nieuwenhuis, 2020a:67). Interpretivism assumes that there is more than one reality based on the perceptions and experiences of the individual and therefore research is executed in the participant's natural environment to enhance the understanding on the particular phenomenon (Maree, 2020:42). In this qualitative study the phenomenon that required understanding referred to the expectations and needs of teachers in relation with support provided by the SMT for the enactment of TL. The interpretive researcher aimed to determine strategies that could be utilised by SMTs to enhance the enactment of TL, based on the perceptions, expectations and needs of teachers from secondary schools. Reality (knowledge or findings on the specific strategies) was mutually constructed through the interactive sharing of lived experiences between the interpretive researcher and participants, in order to reach the objectives and answer the research questions (§ 1.3 & 1.4) of this study (Nieuwenhuis, 2020a:67; Cohen *et al*., 2018:20). The interpretive research paradigm involved a qualitative, phenomenological approach which dominated the choice of research design.

3.3 Research design

The choice of the qualitative research approach was influenced by the interpretivist philosophical assumption or research paradigm of the researcher, as well as the specific research problem (§ 1.2) under investigation, the strategies of inquiry (research design) and the research methods of data collection, analysis and interpretation (Creswell, 2014:3; Leedy & Ormrod, 2014:7; Maree, 2020:42).

A qualitative research approach was appropriate, in order to address the research problem (§ 1.2) in which the variables were unknown and where there was a need to explore a deeper understanding of a specific lived experience (§ 1.4) (Creswell, 2012:16; Creswell, 2014:4; Grosser *et al.,* 2018:51; Nieuwenhuis, 2020a:59). This qualitative study concerned itself with linguistic data in the form of words, which incorporated the exploration of teachers' "subjective experiences, perceptions, interpretations, attitudes, beliefs, values, feelings and meanings" regarding the enactment of TL (Cohen *et al*., 2018:301; McMillan & Schumacher, 2010:346; Nieuwenhuis, 2020a:59). Qualitative research enabled the researcher to collect data from the participants' natural setting (the secondary schools as research site), to explore and improve the understanding of strategies employed by the SMT, which could enhance the enactment of TL (Grosser *et al*., 2018:51; Creswell, 2014:4).

The mode of inquiry for this study was phenomenological. Phenomenology originated from philosophy and psychology, and knowledge is embedded in personal experiences (Cohen *et al*., 2011:300; Nieuwenhuis, 2020b:85). The researcher described, understood, interpreted and explained the lived experiences of the participants (§ 1.4), in order to collaborate ascribed meaning and understanding to the enactment of TL (Cohen *et al*., 2011:300*;* Creswell, 2014:14; Leedy & Ormrod, 2014:147; McMillan & Schumacher, 2010:346; Nieuwenhuis, 2020b:85). Phenomenology furthermore focusses on what participants experience and how they experience certain phenomena (Nieuwenhuis, 2020b:86). The phenomenological mode of inquiry is suitable for small-scale research (Cohen *et al*., 2011:447) and was therefore suitable for this qualitative study in three conveniently selected secondary schools. With the research paradigm and design established, the research method needs to be described.

3.4 Research method

The research method involved all the means used by the researcher to collect data (Nieuwenhuis, 2020a:57). In this qualitative study the research method included a description of the population and the non-probability purposive and convenience sampling strategy, the

individual semi-structured interviews as data collection method, as well as content analysis to analyse the collected data. The population and sampling strategy is the first to be described.

3.4.1 Population and sampling strategy

A population is the group of people included in a study who all resemble the same features and characteristics (Grosser *et al*., 2018:43). The population for this study is confined to the secondary schools of the Volksrust circuit, which is situated in the country, on the Highveld of Mpumalanga. The Volksrust circuit forms part of the Gert Sibande district (figure 3.1) and comprises five secondary schools having between forty and fifty staff members each, with one school being semi-urban and the other four schools being rural. The semi-urban school is classified as a quintile four secondary school, while the rural schools are all classified as quintile one secondary schools. The quintile classification of schools was done by the South African government with the aim of assigning financial resources to schools according to the socio-economic status of the school and community. The schools in the poorest communities were categorised as quintile one schools, while schools in the most advantaged economically communities were categorised as quintile five schools (Ogbannaya & Awuah, 2019:106). Quintile one to three schools are no-fee (no school fees) schools, are labelled as disadvantaged, rural schools and receive a higher government funding per learner than quintile four and five schools. Quintile four and five schools are normally urban or semi-urban and are labelled as advantaged schools. The following map (figure 3.1) indicates the location of the Volksrust circuit in the Gert Sibande district.

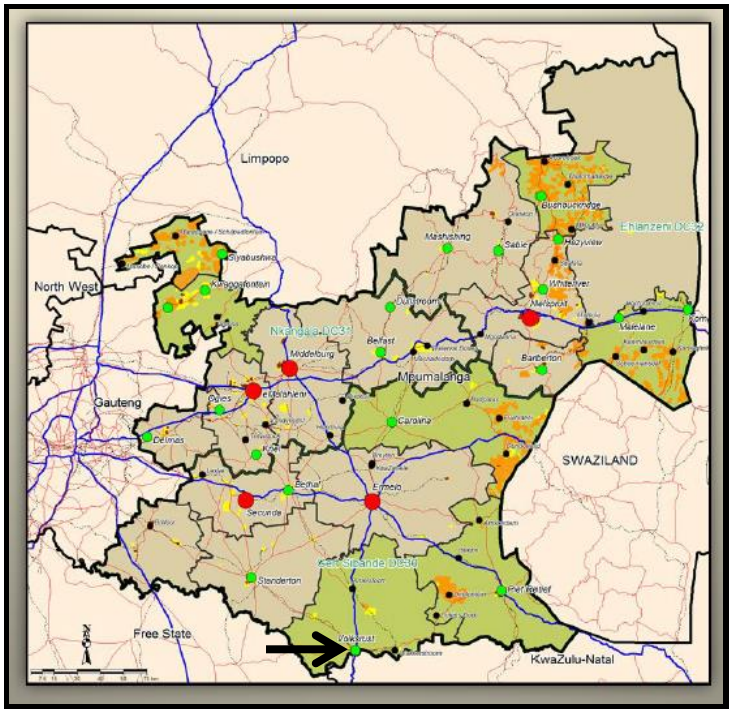

Figure 3.1 Map indicating the location of the Volksrust circuit

In this study the population included all post level two and three teachers serving on the SMT (formal TL), as well as post level one teachers who are non-members of the SMT, but are exposed to the opportunity to enact TL in informal TL positions. Post level one teachers often have the capability, self-assurance and skill to lead colleagues and to practise the core role of mentor and trainer, while they are not granted the opportunity to occupy post level two TL positions. Post level two and three teachers include Departmental Heads and deputy principals in formal TL positions, who all form part of the school's SMT. The population represented in a study is frequently too big and factors such as expenses, time and accessibility force the researcher to choose a subgroup of the population, which portrays the population (called the sample), through the process of sampling (Cohen *et al*., 2011:143).

Sampling is the procedure followed to select the sample of participants and depends on the research questions and objectives (§ 1.3 & 1.4) of the study (Leedy & Ormrod, 2014:154). In this qualitative study, non-probability convenience and purposive sampling were used, where the members of the population did not have an equal chance to be selected in the sample, as the choice of selection lay solely with the independent person selected by each of the participating schools' principals (Cohen *et al*., 2011:153, Maree & Pietersen, 2020:214; Nieuwenhuis, 2020b:93). All three principals selected their secretaries to act as the independent person, and they were utilised to limit the influence and bias of the researcher during the sampling procedure. Non-probability sampling was suitable for this study, as it is small-scale research, representing only one circuit's secondary schools as the research site, and no attempt to generalise was anticipated (Cohen *et al*., 2011:155; Creswell, 2012:206). Convenience sampling was used to conveniently select the three secondary schools closest to the researcher's residence as research site, as the other two schools are not easily accessible and situated in rural areas (Maree & Pietersen, 2020:219). Purposive sampling was used by the independent person to select the participants, based on the criteria for sampling provided by the researcher. The independent person purposively selected perceptive people, with the specific purpose in mind to best understand the enactment of TL in secondary schools, as well as the expectations and needs of post-level one teachers regarding support provided by the SMT in the enactment of TL (Cohen *et al*., 2011:156). This is an indispensable prerequisite for the sample to be characteristic and representative of the mentioned population (Cohen *et al*., 2018:203). The independent person of each school purposively selected a deputy principal, another perceptive SMT member (a DH or grade guardian serving on the SMT), as well as two teachers occupying informal TL positions, that were willing and perceptive to participate in the research. All participants were purposively selected on the bases of their knowledge, aptitude,

and prior experience of the enactment of TL (Cohen *et al*., 2011:156; Creswell, 2012:205; Nieuwenhuis, 2020b:93). A summary of the profile of the selected participants is presented in Table 3.1. Codes were assigned to each participant in order to enhance confidentiality. SMT members were assigned codes SMT1 to SMT6 and non-members of the SMT were assigned codes NSMT1 to NSMT6.

Interviewee	Post level	Demography and quintile category	Designation	SMT member	Formal- or Informal TL position	Male or Female	Years' experience
SMT1	3	Semi-urban (Q4)	Deputy principal	Yes	Formal	Female	8 Years
SMT2	1	Semi-urban (Q4)	Grade guardian & Subject Head	Yes	Formal	Female	4 Years
NSMT1	1	Semi-urban (Q4)	Teacher	No	Informal	Female	5 Years
NSMT2	1	Semi-urban (Q4)	Teacher	No	Informal	Male	3 Years
SMT3	3	Rural (Q1)	Deputy principal	Yes	Formal	Male	5 Years
SMT4	2	Rural (Q1)	Departmental Head	Yes	Formal	Male	4 Years
NSMT3	1	Rural (Q1)	Teacher	No	Informal	Female	10 Years
NSMT4	1	Rural (Q1)	Teacher	No	Informal	Female	14 Years
SMT5	3	Rural (Q1)	Deputy principal	Yes	Formal	Male	3 Years
SMT6	2	Rural (Q1)	Departmental Head	Yes	Formal	Female	3 Years
NSMT5	1	Rural (Q1)	Teacher	No	Informal	Female	15 Years
NSMT6	1	Rural (Q1)	Teacher	No	Informal	Male	4 Years

Table 3.1 Profile of selected participants

Sample size refers to the number of participants selected in the sample and depends on the "research purpose, questions and design, the kind of sample to be used and the nature of the research" (Cohen *et al*., 2018:203). The sample size of this research study comprised twelve participants as depicted in table 3.1. The selected teachers were carefully chosen (Cohen *et al*., 2011:156) from two groups according to Webber's (2018:4; 2021:25) informal and formal dimensions of TL (§ 2.3.3.2.1 & 2.3.3.2.2): six post level one teachers, each with more than three years' experience in **informal** TL positions and six post level two and three teachers each with more than three years' experience in **formal** TL positions as part of the SMT. Teachers were deliberately selected from formal as well as informal TL positions to compare their respective perspectives, attitudes, knowledge and previous experience regarding the enactment of TL, as well as opportunities of PD for the development and enhancement of TL. From table 3.1 it is further evident that the sample of participants included both genders and relates to semi-urban as well as rural areas. With the sampling procedure completed, the researcher subsequently had to collect data from the sample of participants.

3.4.2 Data collection

Data collection incorporates a systematic approach regarding social reality and refers to the instruments used to gather information (data) from a variety of dissimilar sources: individuals, groups, artefacts, text, digital media or any other medium (Nieuwenhuis, 2020b:82). Data collection for qualitative research is "field-based and flexible" and therefore individual semi-structured interviews were used (Creswell, 2012:217; Leedy & Ormrod, 2014:149). Semi-structured interviews are cooperative discussions, where the researcher probes participating teachers with "general and open-ended questions" (Cohen *et al*., 2018:506; Creswell, 2012:217; Nieuwenhuis, 2020b:108), contained in the interview schedule (Addendum F). Open-ended questions were particularly suitable, as these enabled the collection of ample and directed data to specifically address the identified research questions and objectives (§ 1.3 & 1.4). The individual semi-structured interview proved to be an adaptable data collection tool and could be adjusted by using virtual platforms (Zoom, Google Meet or MS Teams), should personal contact be restricted due to COVID-19 regulations. As personal contact was allowed during the time the interviews were conducted and all participants agreed to individual face-to-face interviews, strict COVID-19 protocol was adhered to, to protect the health of the interviewer as well as the interviewee. COVID-19 protocol involved the wearing of a face mask, adhering to 1,5 metre social distancing and sanitising hands and all surfaces prior to and after the conduction of the interview. Semi-structured interviews included the collection of verbal (ideas, beliefs, views and opinions of participants) and non-verbal (behaviour of participant) data which were recorded,

transcribed and typed into a data folder and sub files (Cohen *et al*., 2018:506; Creswell, 2012:217; Nieuwenhuis, 2020b:108).

The recording of the verbal data was done by the researcher through using a cell phone voice recorder and dictaphone (as back-up device), after verbal permission had been obtained from the participants to record the interviews. The researcher also made field notes while conducting the interviews, to enhance the depth of the collected linguistic data. Field notes allowed for the researcher to record and remark on her views with regard to the setting, the participants' reactions and feelings, as well as the background and experience of the participants. The researcher used the field notes during the analysis of data to provide a deeper understanding of the perspectives, opinions and experiences of the participants. The recorded interviews were transcribed and stored in a password protected data file on a personal computer.

Individual semi-structured interviews as the method of data collection renders certain advantages (Adhabi & Anozie, 2017:91; Cohen *et al*., 2018:510; Creswell, 2012:218; Opdenakker, 2006). These advantages are depicted in Table 3.2:

Aspects of data collection	Advantage of utilising individual semi-structured interviews
Quality and depth of collected data	The following advantages of individual semi-structured interviews provide the opportunity to generate rich, in-depth data of high quality: • Allows for the exploration of individual participants' experiences in their natural context and setting through the interaction between the participant and researcher • Adaptable method of data generation, allowing participants to elaborate on experiences • Allows researcher to seek clarification and deeper understanding of participants' experiences • Yields an in-depth comprehension of participants' personal perspectives and experiences • Provides the opportunity to follow-up on responses of participants to enhance clarification and understanding • Provides for the audio recording of data, allowing the researcher to refer back to data whenever needed • Regulates the information obtained from the participants, in order to limit redundant information or data, which could be troublesome during data analysis
Participant experience	• Provide an opportunity for the researcher to comfort participants through personal interaction, in order to expose personal perspectives and experiences
Time and cost	• Enables the researcher to gain data cost effectively, in a relatively short time frame

Table 3.2 Advantages of individual semi-structured interviews

Semi-structured interviews as data collection method were particularly suitable as these allowed the researcher to obtain rich descriptive data, enabling the researcher to comprehensively evaluate the enactment of TL in secondary schools (Cohen *et al*., 2018:506; Nieuwenhuis, 2020b:108).

However, according to Adhabi and Anozie, (2017:91), Creswell (2012:218), Cohen *et al*., (2018:510) and Opdenakker (2006), individual semi-structured interviews also render some disadvantages. The researcher acknowledged the disadvantages as challenges and implemented counteracting measures during the semi-structured interviews. Table 3.3 portrays the challenges and counteracting measures of the semi-structured interviews.

Disadvantages rendering challenges	**Counteracting measures**
Questions contained in interview schedule could result in obtaining undesired data	• Researcher chose to use open-ended questions to allow for the collection of ample and directed data • Open-ended questions were evaluated by the supervisor to ensure that data would be generated that would lead to a comprehensive understanding of the phenomenon
Qualities and personality of interviewer could hamper the collection of desired data	• The researcher as interviewer underwent some training sessions to enhance skills in conducting an interview • Special attention was given to enhance the listening skills of the interviewer to prevent a rushed interpretation • Researcher made field notes to provoke further discussion to enhance clarity and understanding of the participants' perspectives and experiences • Audio recorded interviews allowed for repetitive listening to prevent hasty conclusions and interpretations
Prejudice and bias perspective of the interviewer	• Researcher endeavoured to stay neutral at all times • Researcher refrained herself from guiding interviewees to specific responses
Discomfort, anxiety and reluctance experienced by the participants	• Researcher chose a comforting, familiar environment in an attempt to create a relaxed environment, encouraging open and undisturbed communication • Researcher reacted to behavioural prompts (like voice tone, intonation and mannerisms) in order to comfort and encourage the interviewee • Researcher established trust and credibility with participants by conducting the interview in a professional manner, posing meaningful questions and not deviating from the research objectives • Fear and discomfort were conquered through reassuring participants of the confidentiality of the interview • Researcher used probing techniques such as icebreakers to support inarticulate, reluctant and unclear responses from participants

Time consuming and expensive	• Researcher controlled the interview and guided participants back to the question when too much irrelevant information was given • Researcher conveniently selected the three secondary schools closest to her residence to cut travelling costs
Technical failure of recording equipment	• Researcher used a cell phone voice recorder, as well as a dictaphone as back-up device

Table 3.3 Challenges and counteracting measures of individual semi-structured interviews

Prior to scheduling the interviews, the researcher met with the principals of the selected schools to explain the purpose and extent of the interviews, the informed consent that would be obtained from the participants, the time frame of the planned interviews, as well as the criteria for selecting the participants by the independent person. The researcher highlighted the fact that strict COVID-19 protocol (as already explained) would be adhered to during the agreed upon face-to-face interviews. The scheduling of the interviews was conducted by the selected independent person, after consultation with the principals, participants and researcher, as the interviewer. The working hours of the participants were taken into account during the scheduling of suitable times for conducting the interviews, without interference of the selected schools' timetables. Measures were taken to ensure that participants did not experience anxiety or discomfort, by conducting the interviews in a comforting environment. The principals' and deputy principals' offices, as well as one participant's house, were used as interview venues, with the interviews having an approximate length of one hour per participant. All participants were proficient in English and did not experience any anxiety regarding the understanding of the language in which the interview was conducted. The interviewer reviewed the received interview schedule (§ 3.6) with every participant prior to the interview to ensure that all interview questions were clear and comprehensible, and to avoid ambiguity within the participants' responses. Participants were well adapted to COVID-19 protocol and did not experience it as a constraint, since the COVID-19 pandemic had already been underway for approximately 18 months. By strictly adhering to all the mentioned COVID-19 protocol, the participants felt safe and confident that everyone's health was protected to the best of the interviewer's ability. The researcher however, experienced a challenge to clearly hear the answers of the participants behind the facial masks and had to place the recording devices in close proximity to the interviewee.

Upon completion of the individual interviews, the researcher compiled a schedule of the conducted interviews containing field notes (table 3.4), to enhance the depth of the collected linguistic data. The field notes comprised the date, time frame and duration of the interview, the interview arrangements and setting and any constraints that might be experienced by the participant.

Partici-pants	Date of interview	Interview setting	Interview arrangements	Constraints experienced by participant	Time frame and duration of interview
SMT1	24/08/2021	Office of the deputy principal	Appointment via independent person, prior to the interview	No constraints – participant confident after 8 years' experience as deputy principal	09:00–10:15 63 minutes
SMT2	08/09/2021	Participant's house after school hours	Appointment via independent person, prior to the interview	Minimal constraints – participant initially uncomfortable, quickly gained confidence.	16:00–17:30 89 minutes
NSMT1	08/09/2021	Office of the deputy principal	Appointment via independent person, prior to the interview	No constraints – participant confident right from the start, elaborated expansively on questions	14:00–15:30 77 minutes
NSMT2	06/09/2021	Office of the deputy principal	Appointment via independent person, prior to the interview	No constraints – participant confident right from the start, elaborated expansively on questions	14:00–15:30 82 minutes
SMT3	21/09/2021	Office of the deputy principal	Appointment made telephonically directly with participant, after consultation with principal	Noisy on school ground. No constraints – participant did not experience noise as a constraint, proceeded with interview	12:00–13:15 59 minutes
SMT4	20/09/2021	Office of the principal	Appointment made telephonically directly with participant, after consultation with principal	No constraints – participant confident right from the start, elaborated expansively on questions	12:00–13:15 64 minutes
NSMT3	15/09/2021	Office of the deputy principal	Appointment made telephonically directly with participant, after consultation with principal	Minimal constraints – participant appeared to be a bit uncomfortable initially, quickly gained confidence, elaborated on questions	14:00–15:15 70 minutes
NSMT4	28/10/2021	Participant's house after school hours	Appointment made telephonically directly with participant, after consultation with principal	No constraints – participant confident right from the start, elaborated expansively on questions	16:00–17:15 67 minutes

SMT5	26/10/2021	Office of the deputy principal	Appointment via office of the principal, prior to the interview	Noisy outside the school ground due to passing traffic. No constraints – participant did not experience the noise as a constraint and proceeded with interview	12:00–13:15 68 minutes
SMT6	23/09/2021	Office of the principal	Appointment via office of the principal, prior to the interview	Minimal constraints – participant appeared to be a bit uncomfortable initially, quickly gained confidence, elaborated expansively on questions	12:00–13:15 64 minutes
NSMT5	23/09/2021	Office of the principal	Appointment via office of the principal, prior to the interview	No constraints – participant appeared to be very confident, lacked ability to listen to the questions and gave random answers deviated from the research topic	13:30–14:45 64 minutes
NSMT6	30/09/2021	Office of the principal	Appointment via office of the principal, prior to the interview	Minimal constraints – participant appeared to be a bit uncomfortable initially, quickly gained confidence, elaborated on questions	12:00–13:15 65 minutes

Table 3.4 Schedule for conduction of interviews and field notes

As portrayed in table 3.4, most of the participants did not experience any constraints; only a few participants experienced minimal constraints due to an initial uneasiness and noise levels of school grounds. Participants quickly gained confidence and most of the participants elaborated expansively on the questions contained in the interview schedule (Addendum F). Data saturation was reached after the eighth interview, whereafter no new data were generated through the responses given by the participants. The individual in-depth semi-structured interviews proved to be an indispensable instrument with which the researcher managed to collect in-depth linguistic data, supported by field notes. The transcribed text which served as the generated data, subsequently had to be analysed through the process of data analysis.

3.4.3 Data analysis

In this qualitative study, data analysis was grounded in an interpretive philosophy, with the purpose of meaningfully investigating the “symbolic content” of the qualitative data collected

(Nieuwenhuis, 2020c:123). Qualitative data analysis aimed to turn the data collected from the participants' "first hand" experiences into findings, as well as considering diversity in the participants and the natural environment studied, in an attempt to formulate answers to the research questions (§ 1.3) (Cohen *et al*., 2011:643; Creswell, 2012:236; Leedy & Ormrod, 2014:148; Nieuwenhuis, 2020c:123). The researcher chose the method of content data analysis to analyse the generated data, containing participants' honest and personal comments, perceptions and opinions. Content data analysis is an inductive process whereby high volumes of unprocessed text data are systematically examined and compacted into content categories, through following coding rules (§ 3.4.3.2) (Creswell, 2012:214; Nieuwenhuis, 2020c:126). In this study, the researcher embarked on a deductive analysis approach where data categories were formulated in advance (priori categories) from literature (chapter 2) (Nieuwenhuis, 2020c:123). Consequently, the raw text data were developed and derived into themes, concepts, explanations, interpretations, understandings, and summaries, which expansively explained the phenomenon under study (Cohen *et al*., 2018:645; Grosser *et al*., 2018:61; Nieuwenhuis, 2020c:134) (§ 4.2.2). Content analysis as a method of data analysis was therefore appropriate, as it would lead to determining the personal experiences of participants on the enactment of TL, which was the purpose of this phenomenological study (Nieuwenhuis, 2020c:119). The analysis of qualitative data needs to be systematic and structured and consists of four steps: the preparation, coding, categorising and interpretation of the transcribed text (Nieuwenhuis, 2020c:134). The four steps of content data analysis were elaborated upon in the following sections.

3.4.3.1 Preparation of data

The preparation of data as the first step during content data analysis, aimed at getting the collected data ready for analysis. As a starting point, data need to be captured on a computer and saved in an organised data file system (Nieuwenhuis, 2020c:134). Capturing of data involved the verbatim transcribing of the verbal audio recorded data from the semi-structured interviews, as well as field notes obtained by the researcher during the interview. The process of the preparation of the transcribed, linguistic data and field notes, commenced with a detailed description of the sample, participants and context. The collected data were then manually organised and labelled into folders and files, to ease the retrieval of data during the data analysis process (Nieuwenhuis, 2020c:135). The final step in the preparation of data was to comprehensively understand the collected data through "reading and re-reading" and to make notes on ideas, insights and impressions, while listening to the audio recordings, the so-called process of "memoing" (Nieuwenhuis, 2020c:136). Through memoing, the researcher developed a reflective journal on the collected data, which finally prepared the data for the coding process.

3.4.3.2 Coding of data

Coding as the second step of content data analysis, divided the text into “meaningful analytical units” by labelling sections of text with “symbols, descriptive words or unique identifying names” (Nieuwenhuis, 2020c:136). The researcher used an approach of priori coding where the meaningful analytical units were determined prior to data analysis, based on the established literature review (chapter 2). The priori coding approach directed the collected data to the research questions and objectives (§ 1.3 & 1.4) and allowed for data that could not be coded to be analysed to determine whether these represented a new category or subcategory (Nieuwenhuis, 2020c:138). The researcher embarked on the coding process by reading through the transcribed text, line by line and labelling (coded) sections of meaningful text applicable to the pre-determined codes and categories and collection points or markers indicating fundamental data (Nieuwenhuis, 2020c:136). The identified codes led to the discovery of deeper actualities in the data, which resulted in a deeper understanding of the experiences and perceptions of the participants. The process of coding enabled the researcher to easily collect and retrieve all data that were similarly coded in meaningful units. Once all codes had been permeated, the various codes were categorised into a system (Nieuwenhuis, 2020c:140), in an attempt to grasp the meaning of the coded text data.

3.4.3.3 Categorising of data

Categorising is seen as the core feature of content analysis and generates a taxonomy that explains the phenomena contained within the collected data (Nieuwenhuis, 2020c:140). A category is a collection or subset of data that are similar and share communality (Nieuwenhuis, 2020c:140). The researcher identified categories that are related to one another as well as to the research questions and objectives (§ 1.3 & 1.4). Definitions and exemplars were developed for each category, sub-category and code to keep the researcher’s focus on the meaning of every code and category (Nieuwenhuis, 2020c:140). With the categorising of the data completed, the researcher endeavoured the interpretation of the data.

3.4.3.4 Interpretation of data

During the last and final step of content analysis, the researcher’s aim was to clasp the core and essence of the enactment of TL in secondary schools. The researcher identified the key findings enclosed in the coded and categorized system to explain, describe and communicate the phenomenon under study in the simplest and most understandable way (Addendum G) (Nieuwenhuis, 2020c:141). The identified findings were then synthesised into a logical and ordered structure or framework through the detection of emergent patterns, connotations,

concepts and descriptions in the generated data (Nieuwenhuis, 2020c:141). The researcher conveyed the analysed and synthesised data into context with existing theories, in an attempt to create new understanding to the enactment of TL, to reveal the answers to the research questions (§ 1.3) and to attain the research objectives (§ 1.4). For the findings and interpretations of this qualitative study to be transferable, the research study had to be trustworthy.

3.5 Trustworthiness

Trustworthiness reveals the truthfulness of data. In this qualitative research study, data that were accumulated through conducting individual, semi-structured interviews, had to be reliable and congruous with the findings (Grosser *et al*., 2018:65). The researcher was "subjectively immersed in the research" (Grosser *et al.,* 2018:53) by being part of the teacher corps at one of the research sites and by acting as the interviewer. Procedures to ensure trustworthiness were therefore crucial (Grosser *et al.,* 2018:53; Maree, 2020:47; Nieuwenhuis, 2020c:143). Guba (cited Nieuwenhuis, 2020c:144) suggests four criteria that need to be considered during qualitative research, in order to produce a trustworthy study. The first criterion discussed was the credibility of the research.

3.5.1 Credibility

Credibility exhibits the degree to which the collected data are truthful and appropriate, as well as generated in concurrence with accepted procedure (Grosser *et al*., 2018:65), the so-called "truth value" (Cohen *et al*., 2018:248). Truth value relates to the ability of the researcher to consider all complicacies and to address any misconceptions that occurred during the research, by rendering a true and accurate description of the findings. The findings contemplate the lived experiences and reality of participants. To sustain credibility, the researcher assured that the data obtained from the participants were recorded and analysed rigorously. Acquaintance of the purposive sample of teachers selected as the participants, as well as of the secondary school as the participating organisation (Nieuwenhuis, 2020c:144) supported the researcher in the mentioned matter in order to enhance credibility. Regular "debriefing sessions between the researcher" and the supervisor, reflective notes of the researcher and "member checks" (Nieuwenhuis, 2020c:144) between the researcher and the teachers, ensured that collected data were truthful and not based on the opinion of the researcher.

3.5.2 Transferability

Transferability considers the possibility of the research to be comparable to other, similar contexts, or the possibility to apply the research findings to teachers from other comparable secondary schools in formal and informal TL positions (Grosser *et al*., 2018:65; Nieuwenhuis, 2020c:144). The researcher provided a comprehensive description of the findings as well as context-specific information to increase the transferability of the research (Nieuwenhuis, 2020c:144). The researcher used specific coding procedures, such as signs and symbols, during data analysis (Nieuwenhuis, 2020c:136), to ensure descriptive findings which enhanced applicability or transferability to other comparable scenarios that will add value to future research.

3.5.3 Dependability

Dependability refers to the capability of the research to demonstrate as much detail as possible (Grosser *et al*., 2018:65), "through the research design and its implementation, the operational detail of data-gathering and the reflective appraisal of the project", the so-called "consistency" (Cohen *et al*., 2018:248; Nieuwenhuis, 2020c:144). In this qualitative study dependability was increased by keeping a journal revealing the choices made by the researcher, through creating document category labels, revisions made to categories and any observations made during the data collection and -analysis process, to assist the reader in following the reasoning process throughout the study (Nieuwenhuis, 2020c:145). Through the use of a journal, the researcher practised reflexivity and therefore the journal served as a critical, reflective guide regarding the soundness and reliability of choices made by the researcher throughout the study.

3.5.4 Confirmability

Confirmability refers to the degree of neutrality, or the extent to which the findings of a study are formed by the opinions and perceptions of the participants and not through the prejudice, stimulus or attentiveness of the researcher (Nieuwenhuis, 2020c:145). Strategies that increased the confirmability of this qualitative study included minimizing the effect of researcher prejudice by declaring the researcher's own predisposition, regular member checks with the participating teachers, and the involvement of others through debriefing and sounding out sessions (Nieuwenhuis, 2020c:145). The researcher kept an audit trail which allowed the observer to track the progress of the research in order to increase understanding and judgement regarding confirmability and trustworthiness of findings (Nieuwenhuis, 2020c:145). This audit trail ensured a continuous track of everything done during the study, enabling the reader to determine the level of objectivity and trustworthiness throughout this qualitative

phenomenological study. Apart from the research that needed to be trustworthy, the researcher further had to adhere to ethical considerations.

3.6 Ethical considerations

Ethical considerations are concerned with honest moralities and appropriate conduct during research (Grosser *et al*., 2018:66). It refers to what the researcher needs to do and what the researcher needs to avoid in order to ensure that the research adheres to ethical standards (Cohen *et al*., 2018:111). Ethical considerations involve fair attributes such as admission, permission and safeguarding the participant, as well as kindness, appreciation for people, and righteousness (Grosser *et al*., 2018:66; Maree, 2020:47). Ethics comprises a prevalent awareness from the start to completion of the research and should be prominent in the researcher's intent (Creswell, 2012:23). Prior to embarking on this qualitative study, the researcher attained ethical clearance from the North-West University's Ethics Committee (EduREC) (Addendum A), with the following ethical clearance number: **NWU-01004-21-A2.** The researcher had to follow all ethical guidelines stipulated in the ethical clearance application to assure that ethical considerations were adhered to throughout the study.

The researcher obtained consent from Mr P.P. Magagula, the District Director of Education in Ermelo, prior to conducting the study (Addendum B). Appointments were made with the three principals of the conveniently selected secondary schools whereby the researcher:

- comprehensively explained the purpose and aim of the intended research, as well as the extent of the planned semi-structured interviews.
- obtained written consent from the chairperson of the SGB (Addendum D), as well as the principal (Addendum C) of each school.
- requested the principal to appoint an independent person who would purposively select willing and perceptive participants according to the criteria provided by the researcher.
- assured the principal that the secondary schools as research sites would be respected through minimizing disruption by considering time tables and schedules (Creswell, 2012:23).
- assured the principal that COVID-19 protocol (§ 3.4.2) would be strictly adhered to, to protect the participants.

The researcher secondly consulted with each independent person of the three selected schools to comprehensively explain the purpose and aim of the intended research, as well as the extent of the planned semi-structured interviews. The researcher requested the three independent

persons to obtain written, informed consent from the willing participants, prior to conducting the semi-structured interviews (Addendum E).

During the collection of data, the researcher had the responsibility to protect the rights, privacy, anonymity, and confidentiality of the participants. The researcher adhered to the following ethical considerations during the interviews:

- Comprehensively explained to every participant the purpose and aim of the intended research, as well as the extent of the planned semi-structured interviews.
- Reassured participants that their anonymity and confidentiality would be protected by using personal codes, and that transcribed data would be kept safe in a password protected data file on a personal computer to ensure confidentiality and anonymity.
- Participants were assured they would be treated fairly, with respect, consideration and honesty throughout the study (Cohen *et al*., 2018:472; Grosser *et al*., 2018:66; Maree, 2020:48).
- Participants were assured their privacy would not be invaded; they were reminded of their right to withdraw at any point from the research or to opt not to answer a specific question during the interview, and they were assured that they would not be harmed in any way (Cohen *et al*., 2018:471).
- Consent was obtained from participants to audio record the individual interviews and participants were assured that recorded data were kept safe in a password protected data file on a personal computer to ensure confidentiality.
- Strictly adhered to COVID-19 protocol (§ 3.4.2) while individual interviews were conducted.

Ethical considerations during data analysis involved respect to participants and reporting the data in an honest manner, without altering any findings (Creswell, 2012:24). Throughout this qualitative study the best interests of the participants were served as the 'rule of thumb' (Maree, 2020:47) to ensure that the research study was executed in an ethical manner regarding the participants, the research site, as well as the collection, analysis and reporting of data and findings. To conduct the research in an ethical manner, it was appropriate for the researcher to reveal the role of the researcher during this qualitative study.

3.7 Role of the researcher

In qualitative research, with the main purpose to construct understanding, the role of the researcher is to work co-operatively with the participants during the collection and analysis of

data, with the researcher “empathetically and subjectively immersed in the research” (Grosser *et al.,* 2018:53; Maree, 2020:47). The researcher executed the role of interviewer and was responsible for recording and transcribing data authentically, without any bias and according to research ethics (Maree, 2020:47). The researcher provided a comprehensive description of the research site, the participants and research design (Nieuwenhuis, 2020c:145) to ensure trustworthy research.

3.8 Summary

Due to the need identified by researchers for grounded research on the roles and responsibilities of SMTs regarding the enactment of TL, the researcher undertook a qualitative phenomenological study, embedded in an interpretive paradigm, in order to enhance the understanding of teachers’ needs regarding the support provided by SMTs regarding the enactment of TL (Bush & Glover, 2013:21; Bush & Glover, 2016:214; Buthelezi & Gamede, 2019:14547; De Villiers & Pretorius, 2011:587; Grant, 2019:37; Milondzo & Seema, 2015:3; Moonsamy, 2010:5; Msila, 2011:441; Theron, 2013:190; Van der Mescht & Tyala, 2008:224). The researcher used non-probability convenience and –purposive sampling and conducted individual semi-structured interviews to collect comprehensive and ample data. Content data analysis was employed to produce findings from the data collected, to provide answers to the research questions and objectives (§ 1.3 & 1.4). Measures that would enhance trustworthiness, ethical considerations as well as the role of the researcher were described. The next chapter reveals the themes and categories that emerged during content data analysis and focuses on the interpretation of the collected data.

CHAPTER 4
DATA ANALYSIS AND INTERPRETATION

4.1 Introduction

The previous chapter unpacked the research design and methodology, underpinned by an interpretive paradigm, in detail. The aim of chapter four was to present and analyse the comprehensive, qualitative data collected by the researcher through the individual semi-structured interviews. The researcher intended to turn the collected data into findings, in order to formulate answers to the research questions (§ 1.3) and accomplish the research objectives (§ 1.4) (Cohen *et al*., 2011:643; Creswell, 2012:236; Leedy & Ormrod, 2014:148; Nieuwenhuis, 2020c:123). An inductive process of content data analysis was chosen to analyse the data.

4.2 Data analysis

Content data analysis was deemed to be appropriate for this qualitative study, as it enabled the researcher to meaningfully investigate the emblematic content of the transcribed, linguistic text and field notes, to collectively formulate findings (Nieuwenhuis, 2020c:123). The researcher executed content data analysis through following the specified steps that encompass the data analysis process.

4.2.1 Method of data analysis

The researcher scrutinised and categorised the raw data methodically into content categories and derivative themes by following coding rules (§ 3.4.3.2) (Creswell, 2012:214; Nieuwenhuis, 2020c:126). The content analysis was guided by the conceptual and theoretical framework described in chapter two, as data categories were formulated in advance (priori categories) (Nieuwenhuis, 2020c:123). The researcher introduced Grant's (2008:93) four zone-model of TL (figure 2.2) (§ 2.3.3.1), the Oldroyd and Hall Model (Oldroyd & Hall, 1991:28) of PD practices and activities (§ 2.4.3.1), as well as the Social Exchange Theory (SET) (§ 2.2.7) as theoretical framework in chapter two. The three theoretical models served as the research lenses which guided the researcher through the analysis and interpretation of the data to determine the strategies for the enactment of TL in secondary schools.

While analysing the data regarding the nature, structure and significance of TL (§ 4.3), it became clear that Grant's (2008:93) four zone-model of TL (figure 2.2) would be functional. According to Grant's (2008:93) four zone-model of TL, TL is enacted in four zones or areas through fulfilling six TL-roles (Grant, 2019:43) (§ 2.3.3.1). The four zones in which TL is

enacted comprise inside the classroom, beyond the classroom, in the whole school environment, as well as beyond the school within the community. The six TL-roles encompass developing teaching and leadership skills, collaboration with colleagues and learners beyond the classroom, "leading in-service education and assisting other teachers", the "performance evaluation of teachers", managing and leading peers and colleagues and participation in "school level decision-making" (Grant, 2008:93; Grant, 2019:43).

The second theoretical model that was exposed during the analysis and interpretation of data regarding PD practices that could be implemented to enhance the enactment of TL (§ 4.6), was the Oldroyd and Hall Model (Oldroyd & Hall, 1991:28) of PD practices and activities (§ 2.4.3.1). The Oldroyd and Hall Model (Oldroyd & Hall, 1991:28) categorises PD practices and activities as either professional training or professional support. Professional training includes teacher development at institutions (like universities) through structured training programmes (ADE, BEdHons), while professional support refers to school-based activities (Mosoge, 2008:165). School-based activities include activities initiated by the teacher (like reading and listening to educational articles, watching educational videos, attending webinars and discussing educational matters with colleagues), as well as school-initiated PD activities (like workshops, meetings, webinars and school-based training sessions).

The Social Exchange Theory (SET) (§ 2.2.7) was the third theoretical model that was pinpointed while analysing the data regarding the expectations and needs of teachers in relation to support provided by the SMT for the enactment of TL (§ 4.5). SET applies to the working relationships between teachers and the SMT and assumes that the behaviour and actions of teachers are influenced by the expectation to receive benefits in return (Blau, 1964, cited by Cropanzano & Mitchell, 2005:874). According to SET, teachers in leadership positions gain influence and authority in exchange for a group's support or submission, which would determine the quality of working relationships, as well as the degree to which the school's educational goals and visions would be accomplished (Cropanzano & Mitchell, 2005:875; Redmond, 2015:2).

The three theoretical models that were exposed guided the researcher in the coding of data and the formulation of themes and categories during the inductive process of content data analysis. Content data analysis encompasses the preparation (§ 3.4.1.1), coding (§ 3.4.1.2), categorising (§ 3.4.1.3) and interpretation (§ 3.4.1.4) (Nieuwenhuis, 2020c:134) of the transcribed text and field notes. The researcher first commenced with the preparation of data.

4.2.1.1 Preparation of data

A large volume of data was collected, which comprised the transcribed scripts of audio-recordings from twelve interviewees. The transcripts were typed verbatim immediately after conducting the interview and contained the honest and personal comments, perceptions and opinions of the participants (Cohen *et al*., 2018:506; Creswell, 2012:214; Nieuwenhuis, 2020c:123) regarding the enactment of TL in their secondary schools. The researcher repeatedly listened to the recorded interviews while transcribing the responses of the participants to each interview question, to ensure that the transcribed text correlated with the verbal data collected from the participants. The preparation of the data involved the sorting and organising of the transcribed scripts into computer data folders and -files, directly after transcribing each interview. To protect the privacy of the participants partaking in the research study, the data files were labelled according to the personal, pseudonym code assigned to each participant: teachers enacting informal TL were assigned codes NSMT1 to NSMT6 and teachers occupying formal TL positions were assigned codes SMT1 to SMT6 (§ 3.4.1). The data files included details regarding the profile of each participant (table 3.1), as well as field notes as depicted in table 3.4 (§ 3.4.2). In order to increase the researcher's understanding of the content of the transcribed scripts, the researcher repeatedly read through the transcribed text and listened to the audio-recordings (Nieuwenhuis, 2020c:134). To ease the process of content analysis the transcribed text of each participant was transferred into tables containing columns for the transcribed text, the identified codes and the emerging categories and themes (Addendum G). The preparation of data was followed by the coding of the organised data.

4.2.1.2 Coding of data

The researcher commenced with the second step of data analysis by repetitively reading through the transcribed text of the first interview question of all twelve participants, to ensure a deep understanding of the text. The researcher used the coding process of priori coding and determined codes based on the conceptual and theoretical framework of chapter two, guided by the research questions and objectives (§ 1.3 & 1.4) (Nieuwenhuis, 2020c:123). The researcher proceeded by highlighting corresponding sections of text in the same colour, according to the pre-determined codes (Nieuwenhuis, 2020c:136). The corresponding coloured highlighted text, being direct phrases obtained from the interviewee, created codes, which were then summarised and labelled in the "code" column of the table. Text that was not highlighted, could implicate new codes or subcategories that emerged from the responses of the participants, or it could be irrelevant data given by the participants (Nieuwenhuis, 2020c:138). The researcher analysed this text to determine whether new codes and sub categories emerged, which were

then added to the pre-determined codes and categories. Irrelevant and unrelated text was eliminated by not labelling those data in the code column. The process of coding enabled the researcher to decrease the volume of raw data, emphasising only relevant data, applicable to the research questions and objectives (§ 1.3 & 1.4). The researcher repeated this process for all nine interview questions contained in the interview schedule. After identifying and labelling all the codes, the researcher proceeded to the categorisation of the labelled data.

4.2.1.3 Categorisation of data

During the third step of data analysis, the researcher grouped various identified codes of data into categories, in an attempt to understand the meaning of the coded text data (Nieuwenhuis, 2020c:140). The researcher pre-determined categories grounded in the conceptual and theoretical framework of chapter two and guided by the research questions and objectives (§ 1.3 & 1.4). The researcher then analysed the coded text data as a unit, not according to every single interview question, and categorised the codes into the pre-determined categories. Whenever a pre-determined category or code did not emerge from the analysed text data, the researcher eliminated that specific category or code and indicated it as such in the discussion of the themes regarding every research sub question (§ 4.4.2.2). The researcher further highlighted new emerging categories, which did not correspond with the pre-determined categories as these could implicate the development of new data. The identified categories were typed into the category column of the table and labelled accordingly (Addendum G). With all data coded and categorised, the researcher embarked on the interpretation of the data.

4.2.1.4 Interpretation of data

In the final and last step of content data analysis, the researcher's aim was to grasp the core and nature of the enactment of TL in secondary schools, according to the perspectives of the participants (Nieuwenhuis, 2020c:141). This aim was made possible through the derivation of themes from the identified categories, grounded in the conceptual and theoretical framework of chapter two and guided by the research questions and objectives (§ 1.3 & 1.4) of the research study (Merriam & Tisdell, 2016:202). The researcher then typed the derived themes into the "theme" column of the transcribed text data table (Addendum G), in an attempt to display the analysed data orderly. The researcher used the derived themes and expanded understanding on TL to produce answers to the research questions (§ 1.3) and reach the goals of the research objectives (§ 1.4). The analysed data were then methodically unwrapped, discussed and described.

4.2.2 Discussion of results

The researcher's purpose during data analysis was to determine strategies that could be implemented by SMTs to enhance the enactment of TL in secondary schools (§ 1.4.1). During the inductive process of content data analysis, codes, categories and themes were identified (depicted in figures 4.1 – 4.4), guided by the aim of answering the research questions (§ 1.3) and objectives (§ 1.4) (Merriam & Tisdell, 2016:202). The comprehensive raw collected data were reduced to codes, categories and themes during the process of data analysis in order to formulate findings.

The first research sub-question and objective (§ 1.3.2 & 1.4.2) attempted to determine the nature, structure and significance of TL, and was addressed in the first, second and third open-ended questions of the interview schedule (Addendum F). The two themes that emerged from the interview questions regarding research sub-question one were the nature and structure, as well as the significance of TL as depicted in figure 4.1. While analysing the data it was evident that Grant's (2008:93) four zone-model of TL (figure 2.2) (§ 2.3.3.1) was functional to guide the researcher in identifying emerging codes and categories. The categories that emerged regarding the nature and structure of TL were the concept, dimensions, attributes and prerequisites of TL, and the emerging category regarding the significance of TL was the assumptions of TL (figure 4.1). The various codes identified regarding the emerged categories are depicted in the code column of figure 4.1.

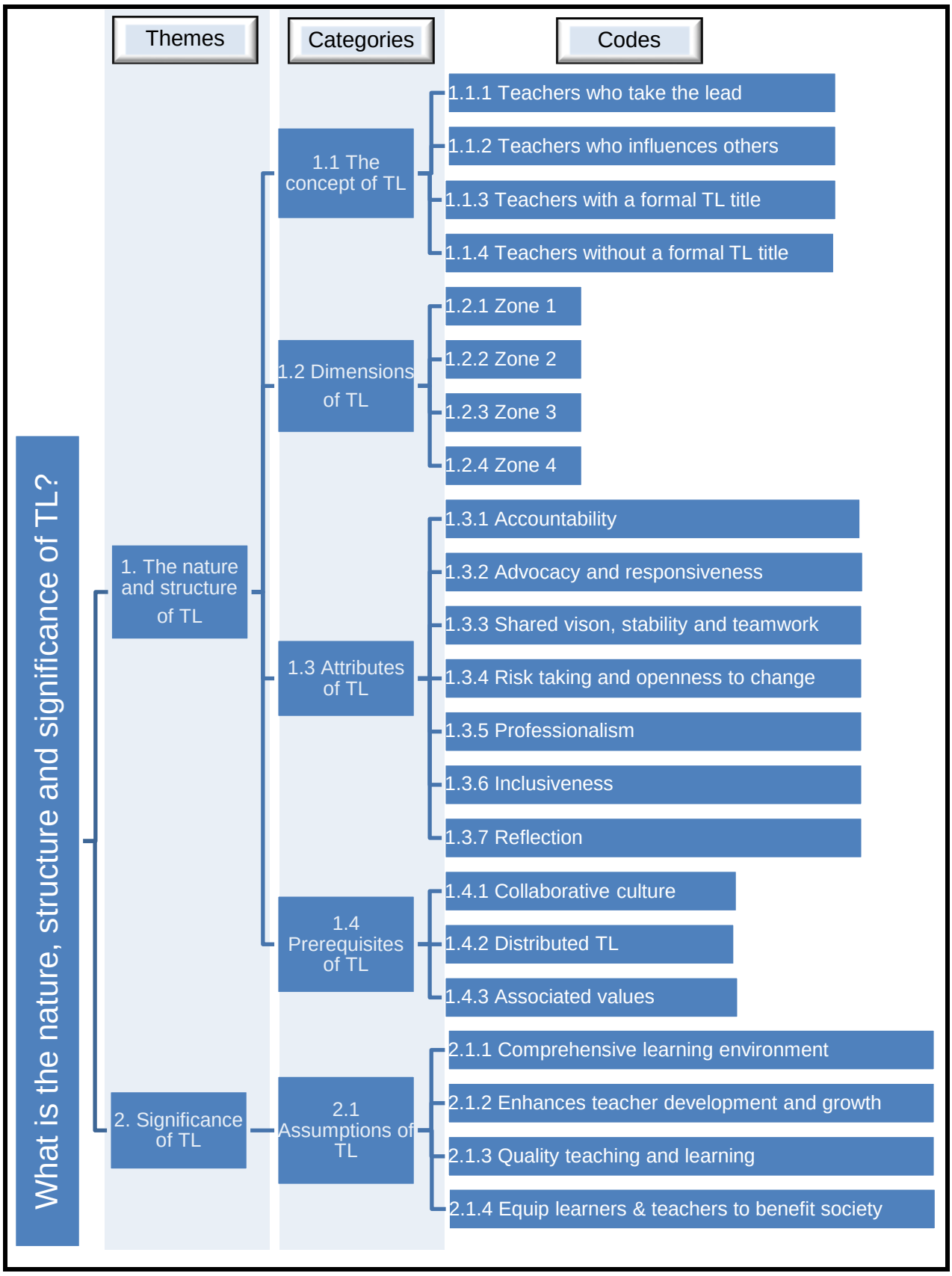

Figure 4.1 **Themes, categories and codes identified according to sub-research question one**

The second research sub-question and objective (§ 1.3.2 & 1.4.2) attempted to determine the understanding of the roles and responsibilities of the SMT towards the enactment of TL. These two themes, the roles as well as the responsibilities of the SMT, related to the fourth, fifth and seventh open-ended questions of the interview schedule (Addendum F) and are depicted in figure 4.2. The categories that emerged regarding the roles of the SMT were the management role and the TL role, and the emerging categories regarding the responsibilities of the SMT were the formulation and implementation of school policy, the managerial responsibilities, enhanced enactment of TL and teacher development (figure 4.2). The various codes identified regarding the emerged categories are depicted in the code column of figure 4.2.

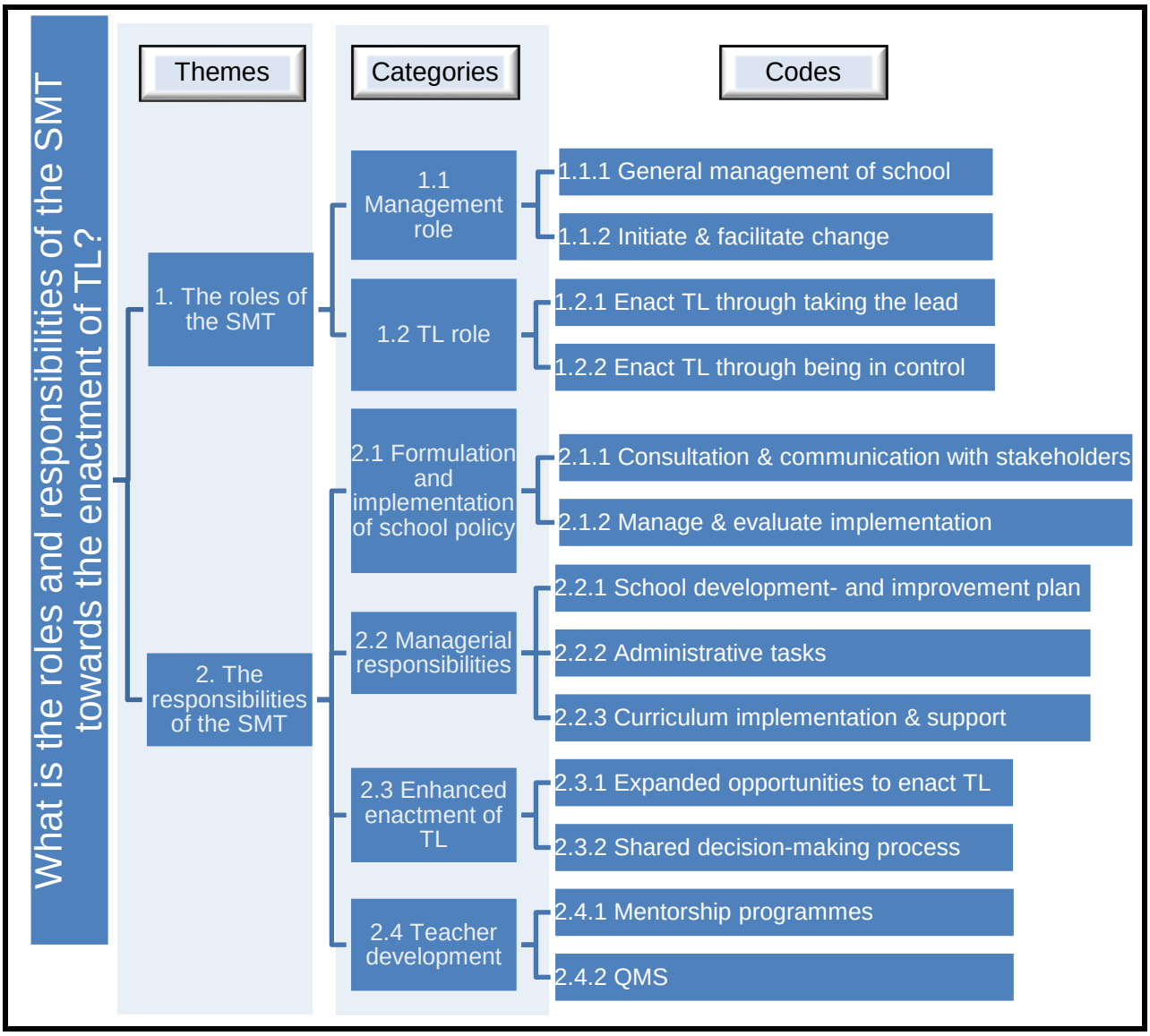

Figure 4.2 Themes, categories and codes identified according to sub-research question two

The third research sub-question and objective (§ 1.3.2 & 1.4.2), endeavoured to describe the expectations and needs of teachers relating to support provided by the SMT for the enactment

of TL. These two themes, the expectations and needs of teachers, are portrayed in figure 4.3 and correlate with the third and fifth open-ended questions of the interview schedule (Addendum F). The participants however revealed a fair amount of applicable responses throughout the interview, which were then utilised during the content analysis of research question three. The researcher identified the Social Exchange Theory (SET) (§ 2.2.7) to be applicable during the process of data analysis. The categories that developed regarding the expectations of teachers the support provided by the SMT for the enactment of TL was the expectation that teachers influence one another and the expectation of uncontrolled/unrestrained relations (figure 4.3). The categories that emerged regarding the needs of teachers for the enactment of TL, were a collaborative school culture and support mechanisms provided by the SMT (figure 4.3). The various codes identified regarding these emerged categories are depicted in the code column of figure 4.3.

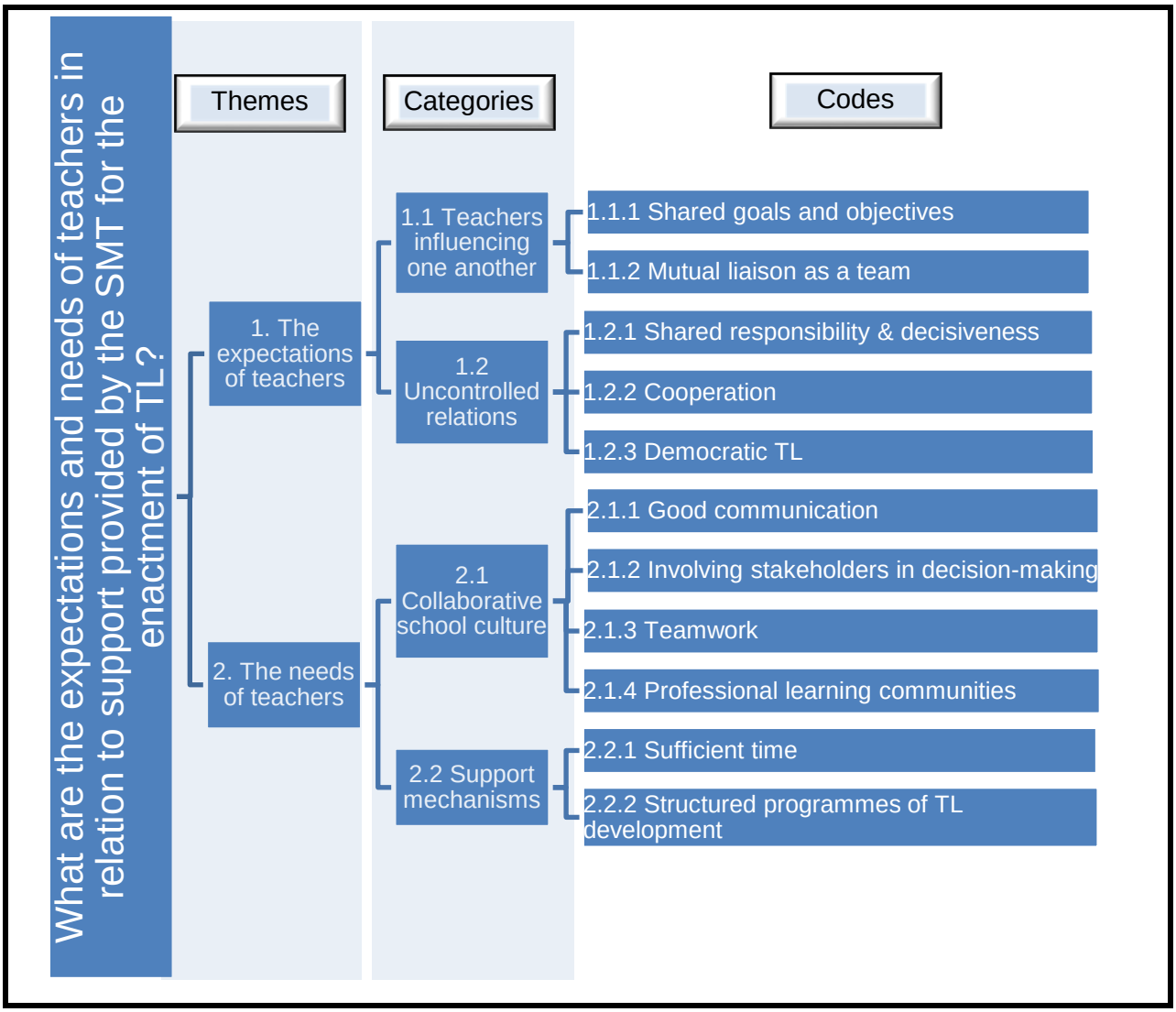

Figure 4.3 **Themes, categories and codes identified according to sub-research question three**

The fourth and last research sub-question and objective (§ 1.3.2 & 1.4.2) attempted to explore and determine the PD practices that could be implemented by the SMT to improve the enactment of TL. The two themes that developed from open-ended questions six, seven and eight of the interview schedule (Addendum F) were the concept of PD and PD practices, as depicted in figure 4.4. While analysing the data the researcher was guided by the Oldroyd and Hall Model (Oldroyd & Hall, 1991:28) of PD practices and activities (§ 2.4.3.1). The categories that developed regarding PD practices were the nature and structure of PD, as well as the limitations of current PD practices and the features of effective PD practices towards the enhanced enactment of TL (figure 4.4). The various codes identified regarding the developed categories are depicted in the code column of figure 4.4.

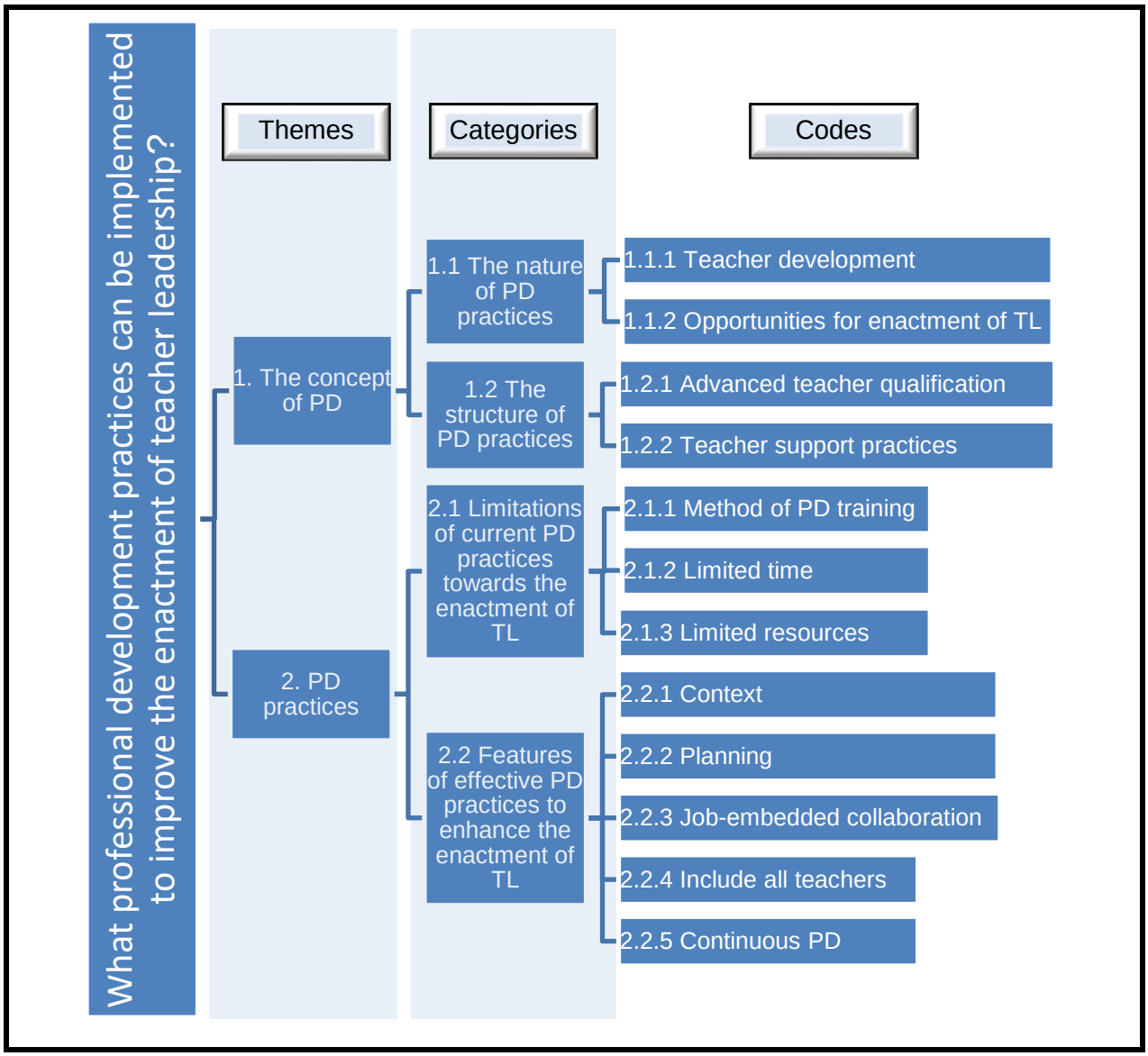

Figure 4.4 Themes, categories and codes identified according to sub-research question four

The outcome and feedback from the participants were subsequently discussed according to the mentioned research questions, themes and categories as depicted in figure 4.1, up to figure 4.4. Where *all* participants agreed, it was mentioned as such, *most* or *many* meant at least eight of the twelve participants, *several* meant at least six of the twelve participants, *some* meant four or five of the twelve participants, and a *few* meant only two or three participants.

4.3 Themes regarding the nature, structure, and significance of teacher leadership

The two themes that emerged during content data analysis regarding the nature, structure and significance of TL were the nature and structure of TL, as well as the significance of TL (figure 4.1). These two themes were subsequently magnified through the categories (figure 4.1) that emerged from the identified codes of the transcribed text (Addendum G), as well as field notes (table 3.4 and (§ 3.4.2)). The nature and structure of TL was the first theme that was elaborated.

4.3.1 The nature and structure of teacher leadership

To understand the nature and structure of TL, the researcher identified four categories that emerged from the coded data of the transcribed text: the concept of TL, the dimensions of TL, the attributes of TL and the prerequisites of TL.

4.3.1.1 Category 1: The concept of teacher leadership

The first category that emerged from the analysed data (figure 4.1, category 1.1) to magnify the nature and structure of TL, was the concept of TL. The concept of TL is according to literature an ambiguous and erratically defined term (Berg & Zoellik, 2019:3; Fennel *et al*., 2015:7; Grant, 2019:38; Hunzicker, 2012:269; Lovett, 2018:1; Moonsamy, 2010:11; Schott *et al*., 2020:2; Taylor *et al*., 2019:687; Webber, 2021:21; Webber & Okoko, 2021:5) (§ 2.3). This statement was confirmed upon by participant six who admitted that TL *"… is a term that is new to me." (SMT3).* Most participants were initially unsure to verbally formulate their understanding of TL and mentioned dimensions, attributes and prerequisites of TL, in an attempt to explain their understanding of the concept. The codes that were identified regarding the concept of TL were teachers who take the lead, teachers who are influential spokespersons and teachers occupying formal-, as well as informal TL positions.

The first code identified regarding the concept of TL focused on TL as teachers taking the lead (table 4.1, code 1.1.1). All the participants mentioned that TL refers to teachers who take the lead and who take charge or control of any situation or task in the educational environment.

This remark was proven by the statements of many of the participants who were of the opinion that TL is all about leading and controlling.

> *"… taking the lead in every task they do at the school … being in control of whatever you are doing, taking charge in a situation." (SMT1)*
>
> *"… to give teachers the opportunity to stand in a position of leadership where they are allowed to take the lead. You take charge or take the lead." (NSMT2)*
>
> *"… people who are leading in each and every field." (SMT4)*
>
> *" … leading and controlling colleagues …" (SMT2)*
>
> *"… someone that is in charge of something." (NSMT3)*
>
> *"I see myself as a leader in the classroom because I lead …" (NSMT4)*
>
> *"… lead in your class ... lead as a grade guardian … lead colleagues …" (NSMT5)*
>
> *"… taking the lead in all activities that is happening in school." (NSMT6)*
>
> *"leading by example … the learners are looking up to us. So if you carry yourself in a certain manner, then you actually become a role model." (SMT6)*

Researchers agree with the opinion of the participants and describe TL as teachers who have the opportunity and ability to become the pedagogical and/or curriculum leaders, as well as teachers in different post levels who are granted the chance to take the lead (Arden & Okoko, 2021:55,72; Aris, 2021:46; Grant, 2019:38; Grant *et al*., 2010:401) (§ 2.3).

The second code identified in an attempt to magnify the concept of TL focused on TL as teachers who are influential spokespersons (table 4.1, code 1.1.2). Literature describes TL as a process of influencing others, through the respect gained from colleagues due to their substantial teaching experience (Arden & Okoko, 2021:55,72; Berg & Zoellik, 2019:3; Grant, 2019:38; Hunzicker, 2012:270; Lovett, 2018:1; Schott *et al*., 2020:13) (§ 2.3). A few participants specifically mentioned TL as teachers who influence others.

> *"… a chance to influence others. To share all the leadership skills that I've learned." (NSMT6)*
>
> *"… with influence, by example … you have to walk in front to pull them along with you." (SMT2)*
>
> *"… teacher leadership is about giving direction. Convincing and influencing a specific community within a relevant context." (SMT5)*

Several of the remaining participants didn't mention the word "influence" as such, but explained TL as teachers who motivate and inspire colleagues and who act as role models to influence teachers and learners to follow their leading example. Several participants therefore only implicated TL as a process of influencing others as proved by the following responses:

> *"I'm a leader because I am showing them the good way … to stay focused ... lead the*

way on how to behave." (NSMT4)

"… a good leader lead by example … it can change the behaviour of everybody." (SMT5)

"(TL is) to affect change and to inspire ... with his behaviour, he will show me to be a leader, to learn from him how to do it." (NSMT1)

"… even if you are in post level one and you see the SMT is not doing the right way, maybe you can advise them … we (TL) are role models …" (SMT4)

"Leadership is about motivation … we must motivate them" (NSMT5; SMT1)

"To give guidance, to monitor, to motivate …" (SMT6)

Consistent with literature (§ 2.3), most of the participants agreed that TL could be seen as teachers who influence colleagues through motivating and guiding them and through inspiring them to follow the examples set by teachers in TL positions through being role models.

The third code that was identified to clarify the concept of TL was that TL refers to teachers with a formal title (table 4.1, code 1.1.3). According to this research study the formal title refers to teachers that are members of the SMT and occupy the position of principal, deputy principal, departmental heads or grade guardians, enacting the so-called **formal** TL (Bush, 2015:671; De Villiers & Pretorius, 2011:575; Lovett, 2018:1; Fennel *et al.*, 2015:7; Van der Vyver *et al*, 2021:133; Webber, 2018:4) (§ 2.3.3.2.1). This was agreed upon by at least two participants as demonstrated by their quotes.

"… leadership is delegated to the management of the school. Those are the people having the titles … you have your principal, your DH, they are seen as leaders in the school." (SMT3)

"… a role for formal leaders, the SMT … the moment you are given a formal responsibility." (NSMT1)

Many participants did not exactly mention formal TL as leaders with a formal title and assumed that TL involves the leaders of the school with formal titles. This statement was proven by a few participants mentioning the leadership structure of their schools.

"… It's basically the leaders of the teachers. The subject heads and the department heads …" (NSMT3)

"… because we are having that pyramid (hierarchy of TL). We've got a principal, we've got a deputy, we've got a DH." (NSMT5)

"… the management of the school … the principal, the deputy and five DHs." (NSMT6)

The fourth code that was identified by the researcher in an attempt to illuminate the concept of TL was that TL also refers to teachers without a formal title (table 4.1, code 1.1.4). The concept of informal TL was expanded upon by all participants, but only one participant mentioned

informal TL as such.

> *"So there is definitely the informal leg, which is the bigger leg because it applies to many more people … it applies to everyone. It is our responsibility to be teacher leaders." (NSMT1)*

All the remainder participants failed to mention the term **informal** TL as such and only implicated **informal** TL as teacher leaders having the opportunity to enact TL, even if they did not occupy a formal TL position.

> *"A normal teacher can be a leader … we (SMT) give you this position of being a leader in a committee." (SMT4)*
>
> *"It's normal teachers who have admin tasks that contribute to the smooth running of the school … it applies to all terrains, sport, academics, culture, and social." (SMT2)*
>
> *"…to give certain people the opportunity to stand in a position of leadership where they are allowed to take the lead." (NSMT2)*
>
> *"It's very important to create opportunities, even if they are small leadership roles, like subject heads, grade heads, RCL heads, disciplinary head, expansion of tasks … giving everyone the opportunity to act as leaders." (SMT2)*
>
> *"… delegate some duties to the subject head. We do have committees, each committee has a head." (SMT4)*
>
> *"Any teacher can be a leader. through forming committees, and in those committees, they hold discussions such as meetings, reviewing, assessing, evaluating, planning, management system, monitoring. The DH is not the one who is taking the lead, they choose a chairperson … it could be any teacher." (SMT5)*
>
> *"… committees that are there within the schools. That's where you will have their role of leading. It's just taking part in extra-curricular activities." (SMT3)*
>
> *"There's a leader that has the title and there's a leader who doesn't have the title. Even if you are not in the leadership position, you can still be a leader, for example the grade guardians. They don't get remunerated, but they are leaders in their own right." (SMT6)*
>
> *"Anyone can be a leader, even when around your peers, having a discussion … there are many things you can lead on." (NSMT6)*

One participant was of the opinion that the enactment of **informal** TL is of minor importance:

> *"… leading or leadership, is only delegated to the management of the school. But when it comes to teachers, little is expected in terms of leadership. They are leaders at their own level, maybe in their classroom, that's where they lead." "The only role for educators without a title, I think it's minimal, like the controlling of an assembly, leading in the committees, the disciplinary committee, even entertainment committee … and that is minor." (SMT3)*

The opinion of this participant summarised the feeling of many participants. Although many participants acknowledged the opportunities to take the lead without the so called title, participants did not acknowledge that as the enactment of **informal** TL as such and deemed it a minor task. Consistent with literature (§ 2.3), many participants found it challenging to explain the concept of TL and participants failed to grasp the extent of the enactment of TL. Participants agreed that TL includes teachers who take the lead in the educational aspects of schools and teachers who are influencing other teachers and learners. Although most of the participants were aware of the enactment of formal TL, many participants only referred to **informal** TL and were unaware that **informal** TL is significant in the enactment of TL in secondary schools. In an attempt to enhance the understanding of the nature and structure of TL, the dimensions of TL were subsequently analysed.

4.3.1.2 Category 2: The dimensions of teacher leadership

The second category that emerged from the analysed data (figure 4.1, category 1.2) focussed on the areas or zones where TL was enacted and also on the TL roles of teachers in every zone. The enactment of TL in every area or zone is supported by Grant's (2008:93) four zone-model of TL (Grant *et al*., 2010:7), where the enactment of TL is divided into six TL-roles (Grant, 2019:43), enacted in four zones or areas (§ 2.3.3.1). The four zones were recognised through the four identified codes during content data analysis (figure 4.1).

The first code identified involved the enactment of TL in zone one, or inside the classroom, while teachers continue to teach (TL role one) (table 4.1, code 1.2.1). According to literature, the enactment of TL in the classroom encompasses teaching- and leadership skills to enhance the quality of teaching and learning (Grant, 2008:93; Grant, 2019:43). This was in accordance with the participants' responses, as all participants recognised the enactment of TL inside the classroom, as well as the TL role of teaching and learning in various ways. According to the participants the TL role in the classroom encompasses all actions to create an environment where quality teaching and learning could prosper. One participant mentioned that teachers' TL role in the classroom is depicted through proper classroom management.

> *"A normal teacher can be a leader … (in the class through) classroom management." (SMT4)*

Some participants revealed that classroom management encompasses the creation of a safe, disciplined environment where proper teaching and learning could thrive. A few participants compared this TL role with the "*in loco parentis*" principle *(SMT3),* where the teacher acts in the place of the parent when in the classroom. Teachers as leaders in the classroom therefore have the responsibility to do everything a parent would do to ensure the safety of the learner in

order to ensure an environment where effective teaching and learning can occur. This was agreed upon by a few participants.

> *"… leadership in the classroom, is about creating an environment where the learner doesn't feel threatened, aren't scared to take part - but have enough respect to know there are boundaries" (SMT1)*
>
> *"…they (teachers) are leaders at their own level, in their classroom, that's where they lead. Ensuring there is teaching … disciplining them in that class … describe it as in loco parentis." (SMT3)*
>
> *"…a class leader because I act as a parent in the place of a parent …" (NSMT4)*
>
> *"… disciplining them (the learners) in that class. Then there is less disruption and the teaching time, is maximised. Which will then lead to quality teaching." (SMT3)*

A few participants further declared that proper classroom management also entails a good administrative system to manage and control all actions to ensure quality teaching and learning. A few teachers accorded with the mentioned statement.

> *"… (the teacher is) the manager of the class … You (the teacher) make sure the admin is up to date." (NSMT2)*
>
> *"… (responsible for the) admin of that particular class." (SMT3)*

According to many participants, teachers as leaders in their classrooms influence their learners through leading by example, motivating them to perform academically, as well as teaching them life skills, like conflict resolution.

> *"You (the teacher) take charge or take the lead … you lead the learners for example to understand of concept." (NSMT2)*
>
> *"What is your (the teacher) role in the classroom? You're an educator. You have to educate children…teach children conflict resolution…teach a child study skills, how to handle stress, how to respond to different types of situations. Yes, an educator is a leader and a leader is an educator." (NSMT1)*
>
> *"As an organiser, you must lead in your class … teach learners discipline … motivate them… lead by example. You must not just be an educator only for the academically, you must teach them many things (like) life skills." (NSMT5)*
>
> *"… we don't only teach children to survive in the school, we teach them to be well developed adults." (SMT1)*

The second code identified involves the enactment of TL in zone two, or beyond the classroom, when teachers collaborate with colleagues and learners (table 4.1, code 1.2.2). The enactment of TL in zone two involves three TL roles: the provision of curriculum development knowledge (TL role two), leading in-service education and assisting other teachers (TL role three) and the

performance evaluation of teachers (TL role four) (Grant, 2008:93; Grant, 2019:43). Consistent with literature, a few participants mentioned the TL role beyond the classroom during curricular- and extra-curricular activities among teachers, either as part of or as leaders of committees, as subject heads or as grade guardians.

> *"We do have committees; each committee has a head. We've got a sport, a bereavement committee, a timetable committee …" (SMT4)*
>
> *"… committees within the schools. That's where you will have their role of leading. It's just taking part in extra-curricular activities … they take leadership there. Maybe it is the disciplinary committee, even entertainment committee …" (SMT3)*
>
> *"I'm a grade guardian … I'm involved in committees." (NSMT6)*
>
> *"Everyone has to be on a committee … there's a clear leader there. They come together, have a meeting and decide on things. Then they give feedback to the staff." (NSMT3)*

Several participants mentioned TL role two and TL role three, where teachers teach, assist, guide and train other teachers regarding curriculum knowledge, classroom management and in-service educational training:

> *"…teach other teachers how to handle themselves in the classroom." (SMT1)*
>
> *"To lead them (colleagues) in what they must do … not just how to handle children, but what are your basic responsibilities? ... to keep training them, to guide them … equipping them and to remind them in such a way that they can act as leaders in certain situations." (NSMT1)*
>
> *"You've got to advise other people (teachers). If you see there is something that is not happening the right way, it's upon you to come and advise us (teachers). All of us here we are leaders, even if you are in post level one and you see the SMT is not doing the right way here, maybe you can advise them." (SMT4)*
>
> *"Let us sit together so we can be able to see where the problem lies … (during) pre- and post classroom discussion, that is run by the HOD, after class visits. And peer teaching … where you think you are not performing, you have to ask someone to help you." (SMT5)*
>
> *"So you have to guide your team towards a solution. You have to give them the opportunity to get to a solution." (SMT2)*

Only a few participants mentioned TL role four which focuses on the evaluation of the performance standard of teachers:

> *"To measure the performance on determined standards … you must be able to give feedback." (NSMT1)*

"… you have to check the performance of the teacher, the behaviour of the teacher, the discipline of the teacher, the lifestyle of that teacher." (SMT5)

One participant was also of the opinion that TL includes the macro management of a group of teachers according to general predetermined guidelines, whereas individual teachers need to be micro managed according to specific individual needs.

"… in a group there will be general guidelines that apply to everyone … it's the more broad perspective. So you'll (teacher leader) manage it as a whole. But then there will be individuals that will sometimes interpret it wrong or apply it wrong or where you'll have unique cases and then you have to go into the micro details." (NSMT1)

The third code identified involves the enactment of TL in zone three, where the focus is on whole school development (table 4.1, code 1.2.3). The enactment of TL in zone three involves managing and leading peers and colleagues (TL role five), as well as participation in "school level decision-making" (TL role six) (Grant, 2008:93; Grant, 2019:43). A few participants described the enactment of TL in zone three as administrative - and decision-making roles, involving the whole school as a system, through assisting, supporting and leading teachers.

"… need to assist, we need to support educators … as an SMT, as an DH, I need to have a meeting with my educators. I need to find out what are their problems. To try and assist them." (SMT4)

"…my understanding of teacher leadership is for a classroom educator to take administrative roles outside their classrooms. To assist in functions of a larger school system. This may include teaching and learning, resource allocation, basically a support structure in all that is happening in a school. Taking the lead there." (NSMT6)

A few participants described the enactment of TL in zone three as mentoring through managing and leading peers and colleagues (TL role five).

"Mentorship is a task of a leader. The SMT comes in to give guidance … they are the ones who must put up the guidelines." (NSMT1)

"…you must be a mentor …" (SMT2)

The fourth code identified regarding the dimensions of TL involves the enactment of TL in zone four, which is beyond the school and into the community (table 4.1, code 1.2.4). The enactment of TL in zone four comprises the management and leading of colleagues and peers (TL role three) among bordering communal schools, regarding "curriculum development knowledge" (TL role two) (Grant, 2008:93; Grant, 2019:43). Two participants mentioned the enactment of TL in zone four being a "cluster leader" (NSMT4 & NSMT5). According to the participants the enactment of TL among clusters involves the management and leading of colleagues and peers (TL role 3) among the teachers in a specific circuit's schools, regarding curriculum development

and -knowledge (TL role two). A few participants also mentioned that teachers have a TL role in the community through being a role model:

> *"Outside the classroom I'll say people I'm working around, like colleagues, including people who are working in the clusters, they are still colleagues. Going to the community, as well and fellow teachers." (NSMT6)*
>
> *"Leading in the community. TL goes beyond the wall of school … these learners who are looking up to us, the way we conduct ourselves, even when we are in the township, when they look at you, they see this particular leader, the way you carry yourself." (SMT6)*

To understand the nature and structure of TL, the researcher identified distinct zones or areas where TL is enacted through certain TL roles. According to the participants TL is enacted inside the classroom (zone one), while taking the lead to path the way for quality teaching and learning. Participants further agreed that TL is also enacted beyond the classroom (zone two) when teachers lead, guide and support colleagues regarding curriculum development and knowledge (TL roles two, three and four). TL was additionally enacted on whole school level (zone three) and beyond the school in the community (zone four), where teachers manage, lead, guide and support colleagues of neighbouring schools and act as role models in the community. The responses of the participants corresponded with Grant's (2008:93) four zone-model of TL, which identifies the four zones where TL is enacted as inside and beyond the classroom, in the whole school as a system and beyond the school into the community (Grant *et al*., 2010:7) (§ 2.3.3.1). According to literature, teachers have the perception that TL is sufficiently enacted inside the classroom, but lack enactment beyond the classroom in whole-school activities and in the community (De Villiers & Pretorius, 2011:574; Grant *et al*., 2010:401) (§ 2.3.5.2). This was implied by the participants as only a few participants revealed the enactment of TL in especially zones three and four. The TL roles mentioned by the participants in every zone of TL enactment further corresponded with the identified roles and responsibilities of teachers in secondary schools (DBE, 2018; PAM, 2016:12) (§ 2.3.5.1). To further enhance the understanding of the nature and structure of TL, the attributes of TL were subsequently analysed.

4.3.1.3 Category 3: The attributes of teacher leadership

The third category that emerged from the analysed data (figure 4.1, category 1.3) focussed on the attributes of TL. According to research, the attributes or characteristics evident among teacher leaders are recognised as "accountability, advocacy, cultural reflection, risk taking, shared vision, stability and teamwork, responsiveness, inclusiveness, openness to change,

professionalism and reflection" (Vyver *et al.*, 2021:138; Webber, 2018:4; Webber 2021:23) (§ 2.3.3 & 2.3.4.2). The responses of the participants corresponded to literature and either revealed or implicated these attributes, as depicted in table 4.1.

The first code identified regarding the attributes of TL, as exposed by the participants is accountability (table 4.1, code 1.3.1). According to literature, teachers who enact TL take the initiative and responsibility to lead, they lead by example and take accountability for their behaviour (Van der Vyver *et al.*, 2021:138). This was agreed upon by several participants. who further mentioned that teachers who enact TL need to take the initiative to enrich themselves and gain the knowledge which would enable them to lead fellow teachers.

> *"(TL is to) take responsibility … to take initiative and enrich myself … I used that knowledge to guide them (teachers)". (NSMT2)*
>
> *"… it is your responsibility to be informed … initiative is central to any leadership role … it is our responsibility to be teacher leaders … it is our responsibility to learn to be leaders." (NSMT1)*
>
> *"We can learn to be a leader. It's a responsibility." (NSMT5)*
>
> *"(TL is to) lead by example …" (SMT3; NSMT5)*
>
> *"… everyone has taken ownership … to get to a solution." (SMT2)*

The second code identified by the participants regarding the attributes of TL is advocacy and responsiveness (table 4.1, code 1.3.2). Van der Vyver *et al.* (2021:138) portray advocacy as the support, assistance and guidance rendered by teachers enacting TL, by creating conducive learning environments through treating teachers with care and compassion. The responses of participants were consistent with literature as was proved by some participants who described TL as supporting, guiding, advising and developing teachers, as well as learners.

> *"… to give guidelines and tools to this child, but then I have the responsibility to support him further." (NSMT1)*
>
> *"You've got to advise other people" (SMT4)*
>
> *"Teachers need to be developed career-wise, for example, technologically developed. Educators need to be developed in terms of discipline. And that's the responsibility of the leader." (SMT6)*
>
> *"You cannot stand behind people and shout at them to tell them what to do. You have to walk in front to pull them along with you." (SMT2)*

A few participants specifically mentioned that teachers need to lead by example and with compassion.

> *"…the difference between a leader and a boss - a leader walks in front. If someone is behind, the leader has to turn around and help."* (NSMT2)

"You cannot stand behind people and shout at them to tell them what to do. You have to walk in front to pull them along with you." (SMT2)

"(The) language that you (as a leader) are using, it must not be harsh when you talk to them (teachers)". (NSMT4)

The third code that emerged from the analysed data regarding the attributes of TL is a shared vision, stability and teamwork (table 4.1, code 1.3.3). One participant specifically mentioned that TL is about having a shared vision and mission.

"… have a vision and a mission. We're here to inspire and we're here to equip and we're here to create a future. We must grow as a group. We learn from each other's experiences." (NSMT1)

A few participants that are part of the SMT expressed that TL incorporates teamwork.

"… we go out as a team, whatever the principal is going to say, the SMT is going to support him." (SMT4)

"… taking decisions, and then coming up with programs and activities, assisting the principal to manage the school better." (SMT3)

The fourth code that developed as an attribute of TL is the ability to take risks and an openness and susceptibility to change (table 4.1, code 1.3.4). Van der Vyver *et al.* (2021:138) support Webber (2018:4, 2021:23) and mention that especially South African teachers enacting TL need to be prepared to take risks in a continuously changing educational environment. In accordance with literature, a few participants mentioned this attribute of TL:

"(enacting TL creates an) … opportunity for me to develop myself, and I grab it." (NSMT2)

"…one must use that opportunity … but you must also know that it is an opportunity." (SMT1)

The fifth code identified as an attribute of TL is professionalism (table 4.1, code 1.3.5). Van der Vyver *et al.* (2021:138) portray professionalism as adhering to professional conduct as specified by SACE (2000). Consistent with literature, several participants portrayed professionalism as an attribute of TL and described professionalism as being trustworthy, punctual, loyal, showing commitment, dedicated and someone who sets the example.

"… leading from the front ... got to be exemplary, … you've got to be punctual …" (SMT4)

"… you've got to set the example, a person who is responsible … loyalty … you must be trustworthy … a doer." (NSMT3)

"… showing commitment towards your work … a leader is someone who is so dedicated." (SMT6)

" … having integrity … you need to be focused … a person who is not self-indulgent." (SMT5)

A few participants portrayed professionalism as an attribute of TL as a teacher who *"walk the talk"* (SMT4) and *"someone who goes beyond the call of duty, someone who is willing to walk the extra mile"* (SMT6).

The sixth code that emerged as an attribute of TL is inclusiveness (table 4.1, code 1.3.6). Van der Vyver *et al.* (2021:138) portray inclusiveness as allowing colleagues to partake in decision-making practises. A few participants revealed that TL encompasses the delegation of tasks to teachers in an attempt to empower and develop teachers.

"… leaders have to delegate … to empower people." (NSMT2)

"(TL entails the) delegation of work to educators …" (SMT3)

"… changing the whole school setup in terms of how it should be managed … staff as such to be part of decision making, unpopular decisions are taken at the top there's also resistance at the bottom." (SMT3)

The seventh and last code identified by the participants as an attribute of TL is reflection (table 4.1, code 1.3.7). Van der Vyver *et al.* (2021:138) depict reflection as reviewing various situations and suggesting the required adjustments. A few participants implicated reflection as an attribute of TL by describing TL as a teacher who is a good listener, a good communicator and consequently a problem solver who can handle conflict well.

"… a good leader is one who is able to listen. The one who always provides a solution." (SMT6)

"… it is communication and it is handling conflict and problem solving … conflict resolution." (SMT1)

"… this leader needs to be very strong, to channel ideas so there aren't any fights … the one that keeps the ropes together." (SMT1)

Consistent with literature (§ 2.3.3 & 2.3.4.2), participants revealed the attributes of TL, as accountability, advocacy and responsiveness, a shared vision, stability and teamwork, risk taking and openness to change, professionalism, inclusiveness and reflection. Accountability was implicated by taking the initiative to enrich oneself and to gain the knowledge to take the lead, whereas participants implicated advocacy and responsiveness as supporting, guiding, advising and developing teachers, as well as learners. Although participants did expose a shared vision of, stability and teamwork, risk taking and openness to change as attributes of TL,

it was only exposed by a few participants which implicates that not many participants were aware of these attributes of TL. Professionalism was portrayed as being trustworthy, punctual, loyal, setting an example and showing commitment and dedication, whereas the attribute of inclusiveness was revealed as the delegation of TL responsibilities to teachers. Participants implicated reflection as an attribute of TL by describing TL as a teacher who is a good listener, communicator, and problem solver. Cultural reflection was not mentioned by one of the participants as an attribute of TL.

Van der Vyver *et al*. (2021:144) further mention another attribute of TL as being a "researcher and lifelong learner". In accordance with Van der Vyver *et al*. (2021:144), some participants responded that TL acquires a desire to gain knowledge and thereby implicated that TL involves the aspiration to be a learner for life.

> *"You (as a leader) must have the knowledge …" (SMT1)*
> *"I had to take initiative and enrich myself, to be informed …" (NSMT2)*
> *"… to be informed, it is your (TL) responsibility to be informed." (NSMT1)*
> *"… if you want to be a good leader, the most important thing to have is knowledge … you need to be well informed." (SMT5)*

With the attributes of TL exposed, the researcher attempted to further enhance the understanding of the nature and structure of TL, by analysing the prerequisites of TL.

4.3.1.4 Category 4: The prerequisites of teacher leadership

The fourth category that emerged from the analysed data (figure 4.1, category 1.4) focussed on the prerequisites needed for TL to flourish. According to Grant's (2008:93) four zone-model of TL (Grant *et al*., 2010:7), TL would be enhanced when a collaborative culture exists between teachers (§ 2.2.5.4), when a TL system of distributed TL (§ 2.3.4) is employed and when all teachers in the school system have accepted associated values (§ 2.3.3.1). In accordance with literature, the three mentioned prerequisites were recognised through the three identified codes during content data analysis (figure 4.1).

The first code identified by the participants as a prerequisite for the enhanced enactment of TL is a collaborative culture among teachers (table 4.1, code 1.4.1). Research highlighted that a culture of shared reliance and cooperation is needed for the enhanced enactment of TL to bloom in a school as an organisation (Aris, 2021:46; Grant, 2008:86; Milondzo & Seema, 2015:5; Msila, 2011:440; Setlhodi-Mohapi & Lebeloane, 2014:478; Van der Mescht & Tyala,

2008:227; Webber, 2021:26; Williams, 2011:193). A few participants cited this collaborative culture through their responses.

> *"It's a culture that needs to be created. An 'each one reach one and teach one' type of situation. So the culture needs to be created where people are also more open to guidance and that will also give people the boldness/confidence to give guidance." (NSMT1)*
>
> *"(A good teacher leader is) a person who's used to group with other people." (SMT5)*

The second code recognised by the participants as a prerequisite for the enhanced enactment of TL is a TL structure of distributed TL (table 4.1, code 1.4.2). According to Arden and Okoko, (2021:73) and Van der Mescht and Tyala (2008:227), distributed TL refers to the opportunity every teacher in a school has to enact TL. All participants mentioned the expanded opportunity to enact informal TL as part of committees or as grade guardians (§ 4.3.1.2). Some participants further exposed the distribution of TL as the delegation of TL tasks to teachers that are not members of the SMT, but also among SMT members.

> *"... (delegating TL) automatically divides school personnel into smaller groups …" (SMT1)*
>
> *"… delegating it (TL tasks) to the people around me … a whole team of people immediately relieved my role … and that enabled me to keep taking the lead." (NSMT1)*
>
> *"… you find that splitting (of TL tasks) is taking place … you'll find that between the deputies, there's one dealing with admin and there's one dealing with curriculum. Management … I think it's a collective thing" (SMT3)*
>
> *"The tasks (TL) get distributed … you don't want to rule alone" (SMT2)*

The third code identified by the participants as a prerequisite for the enhanced enactment of TL is a TL structure embedded in associated values (table 4.1, code 1.4.3). A few participants mentioned that a shared vision, goal or purpose is needed for teachers to enact TL and to work together as a team.

> *"If you see the point/goal/purpose/vision, people will do it." (SMT1)*
>
> *"We all need a nudge in the right direction to reach the goal that is best for the school." (SMT2)*

Several participants mentioned that the enactment of TL is hampered in their schools owing to the lack of associated values. They were of the opinion that the choice and appointment of TL relied on the membership to a certain ruling union, as well as jealousy and teachers with power eliminating quality leaders as they demonstrate to be a threat.

"Some teachers see you as a threat. They deliberately try to eliminate you. If I'm being elected because I'm belonging to a certain union, is there any quality there? The school is losing quality teachers because of this." (SMT4)

"You're going to be a threat to them. We lose the good leaders." (NSMT5)

"So each union wants their own members to be leaders … that's when there'll sometimes be a conflict …" (SMT6)

"The unions. If you are not the person in that unions, you will not get the post (TL)." (NSMT5)

"Politics is rough in our schools. Those who have the power, are the unions, because if you want to defy, they can defy you." (SMT5)

Although not mentioned by many participants, several participants agreed that the enactment of TL requires a collaborative culture of teamwork amongst teachers. This implicates that TL needs to be distributed or shared among teachers with a formal title, as well as teachers without a formal title, but still enact TL. Participants agreed that values associated with collaboration, distributed TL and teamwork is needed for the enhanced enactment of TL. Several participants warned that unionism and the power of politics pave the way for values that are not associated with the enactment of TL and which could hinder the enactment of TL. The second theme that emerged from the analysed data in an attempt to enhance the understanding of the nature, structure and significance of TL is the significance of TL.

4.3.2 The significance of teacher leadership

The researcher identified certain assumptions regarding the significance of TL from the responses of the participants.

4.3.2.1 Category 1: The assumptions of teacher leadership

The category that emerged from the analysed data (figure 4.1, category 2.1) focussed on the assumptions of TL, which encompass the significance of TL. Literature emphasises that the significance of TL is embedded in enhanced teaching and learning which leads to an overall increase in school performance (Aris, 2021:46; Buthelezi & Gamede, 2019:14547; Grant *et al*., 2010:402; Printy & Liu, 2021:291; Warren, 2021:8) (§ 2.3.6). According to Webber (2018:4), the enactment of TL facilitates a comprehensive learning environment for learners as well as life-long learning for teachers to respond to changing initiatives and to liaise with the community to the best interest of the school and broader community (§ 2.3.3.2). Consistent with literature, the researcher identified four assumptions from the responses of the participants, through the four identified codes during content data analysis (figure 4.1).

The first code identified by the participants as an assumption when TL is enacted, is the creation of a comprehensive learning environment (table 4.1, code 2.1.1). Participants described a comprehensive learning environment as a disciplined, undisruptive environment, where teaching and learning could flourish.

> *"… leadership in the classroom, it is about creating an environment where the child doesn't feel threatened, aren't scared to take part - but have enough respect to know there are boundaries." (SMT1)*
>
> *"… improve the school situation in terms of functionality … improve the discipline of the school."(SMT3)*
>
> *"Then there is less disruption, and the teaching time is maximised. Which will then lead to quality teaching." (SMT3)*
>
> *"… with good leadership the school will be manageable…" (NSMT5)*

A few participants agreed that inadequate TL would lead to chaos, mismanagement of the school and subsequently an underperforming school.

> *"(… a lack of TL would) lead to underperformance … mismanagement of funds, mismanagement of resources ... vandalism…" (SMT6)*
>
> *"(due to a lack of TL) we have failing schools and underperformance …" (NSMT5)*
>
> *"… a lack of TL would create chaos. It's necessary to steer the ship. You need people to give it direction (through the enactment of TL)". (NSMT1)*

The second code recognised by the participants as an assumption when TL is enacted, is the enhanced growth and development of teachers (table 4.1, code 2.1.2). According to literature the enhanced enactment of TL enhances teachers' self-confidence, motivation, productivity and job satisfaction (Buthelezi & Gamede, 2019:14547; De Villiers & Pretorius, 2011:574; Harris, 2003:318) (§ 2.3.6.2). This was agreed upon by several participants, who mentioned that the opportunity to enact TL develops and empowers teachers and enables the growth of teachers, which would subsequently benefit the school as a whole.

> *"… you have to delegate (TL) to empower people" (NSMT2)*
>
> *"… continuous development of a teacher in all aspects in a changing environment … skills that make you a good leader needs to be developed." (SMT1)*
>
> *"… if I grow as a person, for the better, then it is an asset for the school. If I grow in my sense of responsibility, and my benevolence, then it is in favour of everyone around me. The learners, my fellow teachers, my principals, my colleagues. It's not just about my growth." (NSMT2)*
>
> *"You have to empower people … encourage everyone to better themselves, to grow alongside you … development and leadership growth." (SMT2)*

The third code acknowledged by the participants as an assumption when TL is enacted, is the enhanced quality of teaching and learning (table 4.1, code 2.1.3). All participants agreed that the enactment of TL paves the way for an enhanced quality of teaching and learning for learners as well as educators, which would be evident in the overall performance of the school. This was evident in the responses of a few participants.

> *"The school is growing because it will be productive. With regards to results, the result will certainly improve and even the relationship among us." (SMT4)*
>
> *"… if I grow and raise my standard, the people around me follow suit. If my standard as a person raises and my way of acting and approximation towards those around me then it will work as a ripple effect towards the school. We must do more to raise that standard." (NSMT2)*
>
> *"… to see that effective teaching and learning do take place." (SMT5)*

The fourth code identified by the participants as an assumption when TL is enacted, is the enhanced equipment of teachers and learners to benefit the greater community (table 4.1, code 2.1.4). Some participants revealed the positive effect of the enactment of TL to the greater community and to society.

> *"(the enactment of TL) have a much wider goal than book knowledge … it equips a child for the adult world." (SMT1)*
>
> *"(the enactment of TL enables learners to) know how to behave in society and how to take part and contribute" (NSMT2)*
>
> *"Teacher leadership has an impact of a national building and shaping up the future of the learners in the way that they assist the learner to progress positively and achieve great things in life." (SMT5)*

The responses of the participants exposed the significance of the enactment of TL as the establishment of a comprehensive, disciplined learning environment where quality teaching and learning could thrive. The enhanced enactment of TL enables and enhances the development and growth of teachers and subsequently equips learners and teachers to have a positive impact on society. The identified assumptions revealing the significance of TL all correspond with literature, which was mentioned in the introduction of this paragraph (§ 4.3.2.1). With the nature, structure and significance of TL unwrapped, the roles and responsibilities of the SMT regarding the enactment of TL were subsequently magnified.

4.4 Themes regarding the roles and responsibilities of the School Management Team towards the enactment of teacher leadership

The roles and responsibilities of the SMT regarding the enactment of TL were the two themes that respectively emerged during content data analysis (figure 4.2). These two themes were expanded through the identified categories and codes that developed from the transcribed text (Addendum G), as well as field notes (table 3.4, § .3.4.2). One participant explained the role of the SMT as "*the formal aspect of things, giving guidance, equipping teachers and steering the school. From their role come the responsibility, the action, the procedure and the actual tasks they do.*" (NSMT1). The roles of the SMT regarding the enactment of TL were the first theme to be elaborated upon.

4.4.1 The roles of the School Management Team

According to literature, the SMT is an organisational structure that needs to create a framework for efficient school-based educational management and effective TL, to improve school performance (Cranston & Ehrich, 2005:80; KZN Department of Education, 2010:6; Setlhodi-Mohapi & Lebeloane, 2014:477) (§ 2.2). This duty is fulfilled through the roles played by the SMT, which are implicated in policy and legislation (§ 2.2.2). To determine the roles of the SMT regarding the enactment of TL, the researcher identified two categories that emerged from the coded data of the transcribed text: the management role of the SMT and the TL role of the SMT (§ 2.2.3).

4.4.1.1 Category 1: The management role of the School Management Team

The first category that arose from the analysed data to determine the roles of the SMT was their management role (figure 4.2). The management role of the SMT refers to the role of being in charge of the teachers in the school (Waite & Hawker, 2009:563). Setlhodi-Mohapi and Lebeloane (2014:475) are of the opinion that SMTs could create an effective, high performing school environment, through enacting their management role efficiently (§ 2.2.3). This was agreed upon by a few participants who mentioned that the SMT is responsible to enable effective teaching and learning in a school.

> "… *the significance of the SMT in a school is to see that effective teaching and learning do take place*." (SMT5)
>
> *"The SMT has to improve the quality of learning and teaching effectively and efficiently." (NSMT6)*
>
> *"The SMT's role is to ensure good quality education." (SMT2)*

The first code identified regarding the management role of the SMT focused on the general management of the school (table 4.2, code 1.1.1). Several participants cited the management role of the SMT as a very important role.

"They (SMT) have a responsibility to manage. That's number one. Management is the head on the component of leadership. Therefore the SMT must organise, plan, monitor, develop teachers, mentor, do moderation, give support and play a pastoral role, where possible." (SMT5)

> *"The role of the SMT it's all about planning, being in leadership means that you are a project manager, you need to plan, you need to lead, you need to be organised. You need to be in control … guiding them." (SMT6)*
>
> *"The role of the SMT is to make the school function. Like a management role. Every morning you should come with a plan … the educators must know what is expected of them … communicated in good time to the educators." (SMT4)*
>
> *"The SMT are those individuals who are responsible for the daily management of activities in the school." (NSMT6)*
>
> *"They (SMT) are the ones that are running the school …" (NSMT4)*
>
> *"… (responsible for) the daily management of the school." (SMT2)*

A few participants described the management role of the SMT as distributing tasks equally among staff members and "*walking the extra mile*" (NSMT2).

> *"Describing the work of the SMT … they must try to distribute work equally, as well as managing the school." (NSMT5)*
>
> *"When it comes to management … walk the extra mile. It's a very small thing … but it's impressive if you walk into the school and the garden is kept. It's important. The grass is cut … everything is maintained and well kept." (NSMT2)*

The second code that developed from analysing the transcribed text regarding the management role of the SMT, focused on the initiation and facilitation of change (table 4.2, code 1.1.2). According to literature the extent to which SMTs manage and adapt to educational change, influences, and determines the existence and growth of the school as a learning organisation, as well as the overall performance of the school (KZN Department of Education, 2010:6; Msila, 2020:99; Ndimande, 2005:10; Theron, 2013:182; Van der Merwe, 2016:43; Van der Vyver *et al.*, 2021:138) (§ 2.2.4). A few participants acknowledged the management role of the SMT regarding the management of change.

> *"… understanding that there are deep rooted things that need to be changed first, structural things within the school that need to be addressed first." (SMT3)*

"It's the continuous management and development of a teacher in all aspects of a changing (educational) environment." (SMT1)

"You continuously have to adapt. It's (management of change) not just influenced by the climate in the school, but the climate in the country, the department, and the province, the town." (NSMT1)

From the responses of the participants it was evident that the management role of the SMT encompasses the general management of the school, as well as initiating and facilitating change. This accords with literature (§ 2.2.3) and through fulfilling this role SMTs could provide competent management, to enhance the teaching and learning of the learners of the school (KZN Department of Education, 2010:6; Setlhodi-Mohapi & Lebeloane, 2014:477) (§ 2.2). Apart from the management role, SMTs subsequently have a TL role to enact.

4.4.1.2 Category 2: The teacher leadership role of the School Management Team

The second category that developed from the analysed data to determine the roles of the SMT regarding the enactment of TL, was their TL role (figure 4.2). According to policy and legislation, all teachers are obliged to take up TL roles (Manuel, 2012:2) (§ 2.2.3 & 2.3.5.1). These TL roles are enacted through taking the lead and being in control (Killian *et al*., 2016:5; Waite & Hawker, 2009:528).

The first code identified regarding the TL role of the SMT concentrated on the enactment of TL through taking the lead (table 4.2, code 1.2.1). Several participants revealed that the TL role enacted by the SMT involved taking the lead.

"The SMT have to lead by example … they have to walk the talk." (NSMT2)

"We (SMT) have to lead by example." (SMT5, NSMT4 & NSMT5)

"The SMT needs the skills to teach and lead the rest of the teachers." (SMT1)

"… being in charge of the department … manage and lead those departments (SMT3)

The second code that developed from analysing the transcribed text regarding the TL role of the SMT, focused on the enactment of TL through being in control (table 4.2, code 1.2.2). A few participants mentioned the controlling role of the SMT as such.

"It's also the controlling role ..." (SMT3)

"to be in control of the situation …" (SMT6)

A few participants further described the TL role of being in control as "*being in charge*" (SMT1, NSMT2).

"For that we have the SMT … the people in charge." (SMT1)

"To take charge. To be able to walk in front." (NSMT2)

One participant defined the role of being in control as giving guidance and assisting teachers.

> *"The SMT comes in to give guidance … they are the ones who must put up the guidelines. The formal teacher guidelines … what things mean in practice." (NSMT1)*

The responses of the participants corresponded with literature (§ 2.2.3) and indicated the roles of the SMT regarding the enactment of TL as a management role and as a TL role. Enacting these specific roles leads to accepting certain responsibilities. The second theme that was subsequently identified was the responsibilities of the SMT.

4.4.2 The responsibilities of the School Management Team

To determine the responsibilities of the SMT regarding the enactment of TL, the researcher identified four categories that emerged from the coded data of the transcribed text: the formulation and implementation of school policy (§ 2.2.3.1), managerial responsibilities (§ 2.2.3.2), the enhanced enactment of TL (§ 2.2.3.3) and teacher development (§ 2.2.3.4). The formulation and implementation of school policy was the first responsibility to elaborate upon.

4.4.2.1 Category 1: The formulation and implementation of school policy

The first category that emerged from the analysed data to determine the responsibilities of the SMT was the formulation and implementation of school policy (figure 4.2). According to literature the SMT needs to accept accountability for the formulation and implementation of school policy, based on and embedded in national and provincial legislation (EEA, section 20 of SASA). The significant purpose of the formulated school policies is to guide all actions, decisions and strategic plans regarding school management and TL (KZN Department of Education, 2010:60; Milondzo & Seema, 2015:7; Van Wyk & Marumoloa, 2012:102). Consistent with literature, a few participants revealed that the SMT has a responsibility to develop policies, guidelines and plans, which should guide the management of the school.

> *"… we have some documents that give us direction. Due to the fact that we are working under this department, we are guided by these documents. School policies, department policies and even the Constitution of South Africa." (SMT5)*
>
> *"The SMT is there to ensure that those policies which are derived by the department are put in place and implemented … coming up with programmes …" (SMT3)*
>
> *"… develop new guidelines, (guided by) the climate in the school, the climate in the country, the department, the province and the town." (NSMT1)*

Two codes developed from analysing the transcribed text: consultation and communication with stakeholders and managing and evaluating of the implementation of school policy. The first

code identified regarding the formulation and implementation of school policy is the consultation and communication with stakeholders (table 4.2, code 2.1.1). Only a few participants mentioned that the process of communication between the SMT and teachers is important.

> *"… communication among them (SMT and teachers), it must play a good role among them (SMT and teachers)." (NSMT4)*
>
> *"(The SMT should) fix their communication skills and be more open to new ideas." (NSMT6)*
>
> *"And once the plan is made, it's always wise to take it to the educators and let them adopt it. So they can own it up." (SMT4)*

These observations from the participants correlate with literature which suggests that the formulation of the policies commences with immense consultation and communication processes with other stakeholders, such as the School Governing Body (SGB), teachers, parents and even learners (KZN Department of Education, 2010:60) (§ 2.2.3.1).

The second code identified regarding the formulation and implementation of school policy is the management and evaluation of the implemented school policy (table 4.2, code 2.1.2). According to literature the SMT has the responsibility to oversee and manage the implementation of the accepted policy and to evaluate and (if necessary) amend policies during the third quarter of each year (KZN Department of Education, 2010:60) (§ 2.2.3.1). This was not well responded about by the participants, and only a few participants implicated the management and evaluation of school policy as a responsibility of the SMT by mentioning the importance of having a plan that needs to be implemented.

> *"The SMT should have a plan." (SMT4)*
>
> *"… they (SMT) come and implement it to us. Then we take that (plan) and practice it in class (NSMT4)*
>
> *"We've got plans that are in place, but the implementation of those plans … is it correct or not?" (SMT5)*

Consistent to literature (§ 2.2.3.1) and according to the responses of the participants, the responsibility of the SMT to formulate and implement school policy encompasses consultation and communication with stakeholders, as well as the management and evaluation of the implementation process. The second responsibility elaborated upon, was the managerial responsibility.

4.4.2.2 Category 2: Managerial responsibilities

The second category that developed from the analysed data to determine the responsibilities of the SMT regarding the enactment of TL, was their managerial responsibility (figure 4.2). Several participants declared that the SMT needs to support the principal during the organisational and strategic management of the school.

> *"Principal needs the support from the SMT …" (NSMT5)*
>
> *"… we (SMT) go out as a team, whatever the principal is going to say, the SMT is going to support him." (SMT4)*
>
> *"… provide support to all that is happening in school throughout the day." (NSMT6)*
>
> *"They (SMT) need to support who sits in the office. The SMT makes the top management stronger." (SMT1)*
>
> *"… support structure in all that is happening in a school … all the activities." (NSMT6)*

The responses of participants correlate with policy and legislation (SASA; EEA; Norms and Standards for Educators (2000)), which stipulate that the principal is no longer solely responsible (although accountable) for managerial and operational tasks, and that principals have to employ the SMT to render support regarding managerial responsibilities (Mosoge & Mataboge, 2021:94; Sejanamane, 2014:17).

According to literature, the SMT's managerial support tasks or responsibilities revolve around the recruitment of new applicants, the planning and development of a school development- and improvement plan, general administrative tasks, proper and quality curriculum implementation and support and safe-guarding of personnel and learners (KZN Department of Education, 2010:41, 78; Setlhodi-Mohapi & Lebeloane, 2014:477) (§ 2.2.3.2). Participants failed to mention the responsibilities of the SMT to manage the recruitment of new applicants and to safe-guard personnel and learners. These two responsibilities, as stipulated in official PDE documentation, were therefore omitted during content data analysis (table 4.2), as the mentioned codes could not be identified in the transcribed text. The three codes that were subsequently identified, representing the managerial responsibilities of the SMT, were the planning and development of a school development- and improvement plan, general administrative tasks and proper and quality curriculum implementation and -support (table 4.2).

The first code that emerged from the analysed data regarding the responsibilities of the SMT, focussed on the planning and development of a school development- and improvement plan (table 4.2, code 2.2.1). None of the participants mentioned the planning and development of a school development- and improvement plan as such, although a few participants implicated that proper planning is required for efficient and effective school management.

"To make sure that things go according to the way they are planned." (NSMT4)

"Evaluate the planning of the management system of the school, monitoring, and implementing professional development should be done by the SMT … it is their duty, non-negotiable."(SMT5)

"… structuring, that is forming committees, and in those committees, they hold discussions such as meetings, reviewing, assessing, evaluating, planning, management system, monitoring." (SMT5)

The second code that developed from analysing the transcribed text regarding the responsibilities of the SMT, concentrated on the general administrative tasks (table 4.2, code 2.2.2). Only one participant mentioned the administrative responsibility of the SMT.

"… you find that splitting (role responsibilities) is taking place. For example, you'll find that between the deputies, there's one dealing with admin and there's one dealing with curriculum management." (SMT3)

This lack of mentioning the responsibility of general administrative tasks implicated that the SMT is unaware of their responsibility to render managerial responsibilities regarding general administrative tasks.

The third code identified regarding the responsibilities of the SMT, involved proper and quality curriculum implementation and support (table 4.2, code 2.2.3). Several participants revealed this responsibility of the SMT.

"… to monitor learning and teaching if there are factors affecting learning, like cases of learners misbehaving, teachers report that to me (SMT) and I have to lead them towards solving those problems" (NSMT6)

"(Monitoring my) ATP, when I must continue, what I must teach. So that there must be direction on how I must start and how I must finish (my teaching)." (NSMT4)

"… pre- and post classroom discussion, one on one, that is run by the HOD (DH), after class visits." (SMT5)

"I (DH as member of SMT) need to have a meeting with my educators. I need to find out what are their problems. To try and assist them there." (SMT4)

"We've got plans that are in place, but the implementation of those plans … is it correct or not? The leader monitor … as a deputy you've got a right to verify." (SMT5)

"… their (SMT) responsibility is to check if the education happens and tasks are executed." (SMT2)

One participant revealed that there is a lack of support regarding curriculum content from his HOD (DH and member of the SMT).

"We (teachers) need them (SMT) to go an extra mile in terms of content. It is very hard to go to your HOD (DH) with a problem you want him or her to help you with and they won't have even a clue about that particular topic. We (teachers) need knowledge from them (SMT), we need support but don't get it." (NSMT6)

The second managerial responsibility of the SMT was not exposed well by the participants. Although several participants mentioned that the SMT needed to support the principal, not many participants could clearly mention the responsibilities of the SMT regarding their managerial responsibility. None of the participants mentioned the responsibility to manage the recruitment process of new applicants and the safeguarding of teachers and learners, and only one participant mentioned the support needed with general administrative tasks. Consistent with literature (§ 1.1 & 1.2) this lack of responses from the participants, implicated that SMTs are not very clear on their roles and responsibilities, especially with regard to their managerial responsibilities. The next responsibility of the SMT revolved around the enhanced enactment of TL.

4.4.2.3 Category 3: The enhanced enactment of teacher leadership

The third category that emerged from the analysed data to determine the responsibilities of the SMT was the enhanced enactment of TL (figure 4.2). According to literature SMTs have the responsibility to expand teacher involvement and enhance the enactment of TL, through creating opportunities where teachers can fulfil formal and informal TL positions. This responsibility could be attained through incorporating all teachers in the responsibilities of the SMT (Benoliel & Somech, 2018:2; Mosoge & Mataboge, 2021:94; Milondzo & Seema, 2015:2; Sejanamane, 2014:26; Van Wyk & Marumoloa, 2012:104) (§ 2.2.3.3). The two codes that developed from analysing the transcribed text were expanded opportunities to enact TL and shared decision-making.

The first code identified regarding the responsibility of the SMT to enhance the enactment of TL, was the creation of expanded opportunities (table 4.2, code 2.3.1). Many participants exposed that the SMT created many opportunities for the enactment of TL.

"To give certain people the opportunity to stand in a position of leadership where they are allowed to take the lead … appointed me hostel master as a newbie is a thing about leadership. We already have so many opportunities. And if they aren't there, they get created … regularly." (NSMT2)

"… having the opportunities to develop in your subject, in your position at the school … there has to be more leaders … expanding leadership (NSMT1)

"… subject heads, department heads, grade heads automatically divides school personnel into smaller groups enabling them to lead." (SMT1)

"Giving everyone opportunities to act as leaders." (SMT2)

"We also have a responsibility to allow them to become a leader in their own right." (SMT6)

"I've got a subject head. I can delegate some duties to the subject head. She can do them for me. We do have committees; each committee has a head." (SMT4)

"… delegated to do different roles by the principal, not only to be in those roles to help, but to lead in that particular role given to you." (NSMT6)

Although the opinion of many participants that the SMT created ample opportunities for the enactment of TL correlated with literature (§ 2.2.3.3), one participant mentioned that the SMT allows the enactment of TL, but did not trust the participant with the TL role.

"When you (SMT) give someone a role, trust him, and support him, don't lead the role you told him to lead." (NSMT6)

The second code recognised regarding the responsibility of the SMT to enhance the enactment of TL, was the opportunity for shared decision-making (table 4.2, code 2.3.2). Some participants reported that the SMT involved teachers in taking decisions.

"The SMT have a responsibility to allow democratic leadership. If we allow democratic leadership, we need to give our subordinates an opportunity to voice out some of their opinions selecting the committees … we make them leaders." (SMT6)

"… changing the whole school setup in terms of how it should be managed. Staff as such to be part of decision making." (SMT3)

"You (SMT) also need to encourage them to be part of decision makers. It is your responsibility to sometimes listen to their reviews." (SMT6)

"The SMT then working together with the committee." (SMT3)

The responses of the participants related with literature (§ 2.2.3.3) and revealed that SMTs adhered to their responsibility to enhance the enactment of TL through creating expanded TL opportunities and involving teachers in decision-making processes. This observation correlates with the observation made by the researcher during the investigation of the concept of TL, during the first questions of the interview (§ 4.3.1.1). Participants acknowledged the enactment of formal TL, but regarded the enactment of TL without a formal title as minor and insignificant. This observation is consistent with literature in which researchers report the enactment of TL in secondary schools is often limited and not ensuing as expected (§ 1.1). The following category that emerged regarding the responsibilities of the SMT towards the enactment of TL, was the development of the teacher.

4.4.2.4 Category 4: Teacher development

The fourth category that developed from the analysed data to determine the responsibilities of the SMT was teacher development (figure 4.2). According to literature, SMTs have the responsibility to enhance the teaching capabilities of teachers and to create opportunities for teacher development (KZN Department of Education, 2010:42; Mosoge & Mataboge, 2021:94; Msila, 2020:103) (§ 2.2.3.4). The responses of the participants were consistent with literature, as many participants revealed that the SMT created opportunities for teacher development.

> *"In every situation you must be able to take the lead. It's a continuous development of a teacher. This person (SMT) has to teach other teachers how to handle themselves in the classroom … so we (SMT) have to develop them." (SMT1)*
>
> *"… it's about development … we must do more to raise that standard. If you (teachers) are willing … that's the first thing. If you can't, we'll help you, we'll teach you, there's always support." (NSMT2)*
>
> *"Creating the workshops that fits the school … structure that workshop …" (SMT3)*
>
> *"Then we motivate them to better themselves … apply to marking centres. So, to broaden their knowledge … discussing reviews from other areas and districts." (SMT6)*
>
> *"We must get the support from our SMT who train us and try to motivate us." (NSMT5)*
>
> *"Do the workshop … because we are not 100% in everything." (NSMT5)*
>
> *" It's their (SMT's) job description to develop them (teachers)." (SMT5)*
>
> *"I'm (SMT member) there to help you, then they (teachers) start working and they're going to share with their peers." (SMT5)*
>
> *"… the development and leadership growth (of teachers) … to encourage everyone to better themselves." (SMT2)*

According to provincial documentation, SMTs must develop and support teachers to advance and expand teaching skills, methodology and leadership, through assisting and training teachers in challenging areas during in-service training and mentorship programmes (KZN Department of Education, 2010:42). Consistent with the literature, the first code identified regarding the responsibility of the SMT to develop teachers, was mentorship (table 4.2, code 2.4.1). Some participants acknowledged mentorship as a means used by the SMT to develop teachers.

> *"Mentorship is a task of a leader … an 'each one reach one and teach one' type of situation. So, the culture needs to be created where people are also more open to it and that will also give people the boldness/confidence to give guidance." (NSMT1)*
>
> *"She (SMT member) was this amazing personal mentor who created a standard and obviously that was the standard I also went by." (NSMT1)*

"My role as a person (SMT member) in the department is to also mentor the young teachers." (NSMT1)

"… workshops for our educators to say they need to be leaders … in-service training of the teachers." (SMT3)

"With mentorship … you must be a mentor. You (SMT) have to empower people." (SMT2)

The second code recognised regarding the responsibility of the SMT to develop teachers, was the management of the Quality Management System (QMS) (table 4.2, code 2.4.2). Initially the Integrated Quality Management System (IQMS) was developed by the DBE (2003) as one of the tools to assist SMTs in fulfilling their responsibility of teacher development. The IQMS changed to the QMS to be implemented in 2021/2022. The aim of the QMS is to provide an instrument to manage the performance and development of teachers in a school, according to the unique needs of the teacher as well as those of the school (KZN Department of Education, 2010:37; Setlhodi-Mohapi & Lebeloane, 2014:477) (§ 2.2.3.4). Only a few participants mentioned that the SMT does measure performance standards and assess teachers' work and then manage teacher development accordingly.

"To measure the performance on determined standards. But one must analyse group performance as well as individual performance. Because a group consists of individuals. So you will macro manage and micro manage at the end of the day. I think in a group there will be general guidelines that apply to everyone … it's the more broad perspective. So, you'll manage it as a whole. But then there will be individuals that will sometimes interpret it wrong or apply it wrong or where you'll have unique cases and then you have to go into the micro details." (NSMT1)

"… by assessing our work. Assessing what I am doing in class, like let me say maybe class visit, it can also be that. Because in that way, when he comes to my class, he motivates me in that way, and also he develops the ability that I am having, and also to see the loopholes maybe where he can help. And also make sure that maybe if I am able to deliver, I must go through the workshop … and then develops me." (NSMT4)

A few participants revealed that the QMS utilised by the SMT was noncompliant and did not transpire into teacher development, as school related challenges were not specifically addressed, or the SMT did not regard teacher development as important.

"QMS … which was trying to improve the issue of quality teaching within the school. But most of the time educators and the schools they're doing that thing for just compliance and getting the incentive around, there was nothing that was coming to

speak of the development. Courses that are not addressing school related things, they just derive from elsewhere, and then applying an approach of a glove fits all." (SMT3)

"I need to be workshopped … guided by the IQMS. They (SMT) must take it seriously … it (workshops) never takes place" (NSMT4)

Another participant mentioned a lack of monitoring the structured plans developed by the SMT, which led to failing in teacher development.

"Because we've (SMT) got so many plans and most of them they are good ones. But the thing that is lacking is monitoring." (SMT5)

Although the latter few participants revealed that the SMTs were lacking in their responsibility of teacher development, the majority of participants agreed that SMTs have the responsibility to develop teachers through mentorship programmes and through utilising the QMS.

From the responses of the participants the researcher determined that SMTs were specifically unclear on their responsibility for the process of the formulation and implementation of school policy and the specific responsibilities of managing the recruitment of new applicants and the safe-guarding of teachers and learners. This observation corresponded with literature where it is revealed that SMTs are unclear about their specific roles and responsibilities and that they therefore do not perform as expected (Bush & Glover, 2013:21; Bush & Glover, 2016:214; Buthelezi & Gamede, 2019:14547; De Villiers & Pretorius, 2011:587; Grant, 2019:37; Mestry, 2017:1; Milondzo & Seema, 2015:3; Moonsamy, 2010:5; Msila, 2011:441; Msila, 2020:103; Theron, 2013:190; Van der Mescht & Tyala, 2008:224) (§ 2.2.3.4). To develop strategies SMTs can implement that would enhance the enactment of TL in secondary schools, the needs and expectations of teachers in relation to support provided by the SMT were subsequently analysed.

4.5 Themes regarding the expectations and needs of teachers in relation to support provided by School Management Teams for the enactment of teacher leadership

The expectations and the needs of teachers in relation to support provided by the SMT for the enactment of TL, were the two themes that respectively emerged during content data analysis (figure 4.3). These two themes were expanded through the identified categories and codes that developed from the transcribed text (Addendum G), as well as field notes (table 3.4, § .3.4.2). As stated by literature, teachers have various expectations and needs regarding TL, influenced by the milieu or environment in which teachers teach, work and live (Van der Vyver *et al*., 2021:129) (§ 2.2.5). The expectations of teachers were firstly magnified.

4.5.1 The expectations of teachers

The first theme to be elaborated upon was the expectations of teachers about the support provided by the SMT for the enhanced enactment of TL. . In an attempt to describe the expectations of teachers regarding the enactment of TL, the researcher identified two categories that emerged from the coded data of the transcribed text: the expectation that teachers influence one another, and the expectation that uncontrolled/unrestrained relations would enhance the enactment of TL (§ 2.2.5.4).

4.5.1.1 Category 1: Teachers influencing one another

The first category that arose from the analysed data to determine the expectations of teachers regarding the enactment of TL, was the expectation that teachers influence one another (figure 4.3). According to literature, the enactment of TL in a collaborative school culture is expected to be a process where teachers influence one another to attain shared goals and objectives, through mutual liaison as a team (Flores, 2018:27; Milondzo & Seema, 2015:2) (§ 2.2.5.4).

The attainment of shared goals and objectives was the first code identified regarding the expectations of teachers regarding the enactment of TL (table 4.3, code 1.1.1). Several participants responded that teachers influence one another to enact TL, once everybody has accepted the shared goal and objectives of the school.

> *"Everyone has to agree with the goal …" (NSMT3)*
>
> *"If you (teachers) see the point/goal/purpose, people (teachers) will do it (enact TL)." (SMT1)*
>
> *"… have a vision and a mission." (NSMT1)*
>
> *"We need one vision." (NSMT2)*
>
> *"… the mass (all teachers) have to buy into this thing (goals and objectives)."(NSMT3)*
>
> *"… (we need) to reach the goal that is best for the school." (SMT2)*

The responses of the participants corresponded with literature (§ 2.2.5.4) and highlighted the importance of the attainment of shared goals and objectives to influence one another to adopt the enactment of TL. This was summarised well by especially one participant:

> "*We're (teachers) here to inspire (each other) and we're here to equip and we're here to create a future." (NSMT1)*

The second code that emerged regarding the expectations of teachers about the enactment of TL was that teachers influence one another through mutual liaison as a team (table 4.3, code

1.1.2). A few participants revealed that teachers influence one another when working together as a team.

> *"We (teachers) must stand together, we must talk together, we must look together. We must talk to each other … give ourselves the opportunity to listen too." (NSMT2)*
>
> *"… everyone has to stand together." (NSMT3)*
>
> *"… then they start working and they're going to share with their peers." (SMT5)*

Subsequently, a few participants further revealed the importance of enacting TL while working together as a team:

> *"… they (teachers) walk with you, you don't walk in front, you walk alongside them (teachers)." (SMT1)*
>
> *"A leader walks in front. If someone is behind, the leader has to turn around and help." (NSMT2)*
>
> *"You cannot stand behind people and shout at them to tell them what to do. You have to walk in front to pull them along with you … lead and guide your team" (SMT2)*

The responses of the participants regarding their expectations pertaining to teachers who influence one another were consistent with literature (Milondzo & Seema, 2015:2) (§ 2.2.5.4). Participants agreed that teachers are influenced to enact TL through the attainment of shared goals and objectives and through working together as a team. For the enactment of TL to flourish, teachers expect to influence one another through uncontrolled/unrestrained relations.

4.5.1.2 Category 2: Uncontrolled relations

The second category that developed from the analysed data to determine the expectations of teachers in relation to support provided by the SMT for the enactment of TL, was the expectation that TL could be enacted during uncontrolled or unrestrained relations (figure 4.3). According to literature, teachers expect uncontrolled/unrestrained relations across all communal and hierarchical groups, where all team members accept shared responsibility, decisiveness, cooperation and democratic TL (Williams, 2011:198) (§ 2.2.5.4).

The first code identified regarding the expectations of teachers, was that teachers expected uncontrolled or unrestrained relations where all team members accept a shared responsibility and decisiveness (table 4.3, code 1.2.1). A few participants mentioned the expectation of accepting a shared responsibility.

> *"So it's more about responsibility … I look after everyone … I have a conscience. If I didn't do my work I'd feel guilty." (NSMT3)*
>
> *"A member of my team will come to me and say that they are unable to handle a child now. I have a responsibility to support her." (NSMT1)*

Some participants revealed the expectation that all team members should be decisive and influential.

> *"… inspire your SMT further to be dynamic … you'll infect everyone around you. Inspire them." (NSMT1)*
>
> *"(teachers) who are so dedicated … someone who goes beyond the call of duty. Someone who is willing to go an extra mile." (SMT6)*
>
> *"… that leader must respond in just a way … firm, yet with kindness." (NSMT1)*

One participant mentioned that a lack of the acceptance of responsibility would lead to demotivated teachers who constrain the enactment of TL.

> *"If people (teachers) are not motivated, they will do the bare minimum." (NSMT1)*

The second code identified regarding the expectations of teachers, was that teachers expected the cooperation of all team members, within the condition of unrestrained relations (table 4.3, code 1.2.2). Some participants revealed that they expected teachers to cooperate and to support one another.

> *"We need to support each other and look out for each other in the department." (NSMT1)*
>
> *"… you are equipped, but you still need the support. You can't just equip and then leave them (teachers) … t's about continued support. They (teachers) need to know that the leaders have their back when they make mistakes." (NSMT1)*
>
> *"… supporting your leaders." (NSMT6)*
>
> *"… if the SMT is positive, encouraging educators, they will see a need to say they need to cooperate." (SMT3)*

One participant cited that the support and cooperation of teachers would result in unrestrained relations, which could influence teachers to enhance the enactment of TL.

> *"… the result will certainly improve the relationship among us." (SMT4)*

The third code identified regarding the expectations of teachers, was that teachers expected democratic TL which creates an environment of uncontrolled or unrestrained relations (table 4.3, code 1.2.3). A few participants mentioned the expectation of democratic TL as such, whereas other participants only implicated democratic TL.

> *"The SMT has a responsibility to allow democratic leadership. If we (SMT) allow democratic leadership, we need to give our subordinates (teachers) an opportunity to voice out some of their opinions." (SMT6)*
>
> *"One person cannot be the one with the say … it cannot depend on one person." (NSMT2)*

"We are democratic, but the principal also needs to control us (teachers) to say that you are out of order now … guided by the policies, so democratic to a certain extent." (SMT6)

A few participants further implicated the expectation of democratic TL by referring to an open door policy where teachers could have their say.

"A leader with a closed door that works in a hierarchy, you're too scared to approach them." (NSMT2)

"Some schools have a closed door policy, we have an open door policy." (NSMT1)

The responses of the participants regarding their expectations in relation to uncontrolled relations related with literature (Williams, 2011:198) (§ 2.2.5.4). Participants revealed that teachers expect uncontrolled or unrestrained relations in a school environment where everyone accept responsibility, are decisive, cooperate together as a team and where democratic TL is enacted.

The expectations of teachers to influence one another and to enact TL among uncontrolled/unrestrained relations are consistent with the Social Exchange Theory (SET) (§ 2.2.7). According to the SET, teachers will voluntarily embark on certain actions, with the expectation to receive gains and benefits in return (Blau, 1964, cited by Cropanzano & Mitchell, 2005:874). This assumption corresponded with the responses of the participants which revealed that teachers influence one another to enact TL among uncontrolled/unrestrained relations, once everybody has accepted the responsibility to lead, as well as the shared goal and objectives of the school. The expectation therefore to benefit through the opportunity to enact TL motivated teachers to take ownership and to accept the responsibilities regarding the enactment of TL. The SET further theorises that the social relations and interactions between teachers (like teamwork) are influenced by the benefits gained compared to the accompanied responsibilities (Cropanzano & Mitchell, 2005:874; Redmond, 2015:2). The responses of the participants regarding teamwork, cooperation and democratic TL are consistent with the assumptions of SET. Teachers expected to benefit through the opportunity to enact TL and to partake in decision-making, once teachers accept the responsibility to work together as a team, to cooperate and to support one another. The mentioned expectations of teachers regarding the enactment of TL successively led to the needs of teachers in relation to support provided by the SMT for the enactment of TL.

4.5.2 The needs of teachers

The needs of teachers pertaining to the support provided by the SMT for the enhanced enactment of TL were the second theme to be elaborated upon. Attempting to describe the

needs of teachers regarding the enactment of TL, the researcher identified two categories that emerged from the coded data of the transcribed text: a collaborative school culture and support mechanisms provided by the SMT (§ 2.2.5.4, 2.2.5.5 & 2.2.5.6).

4.5.2.1 Category 1: A collaborative school culture

The first category that arose from the analysed data to determine the needs of teachers regarding the enactment of TL was a collaborative school culture (figure 4.3). According to literature SMTs need to create a school culture of collaboration and teamwork to enhance the enactment of TL (§ 2.2.5.4). This culture of cooperation can only be achieved through good communication, involving all partakers in decision-making processes and by creating opportunities for teamwork (Aris, 2021:46; Grant, 2008:87; Harris, 2003:322; Webber, 2018:2; Williams, 2011:193). Teachers further need "professional learning communities" within the school environment in which they can enact formal- as well as informal TL (Harris, 2003:322) (§ 2.2.5.4).

The first code identified regarding the needs of teachers regarding the enactment of TL, was that a collaborative school culture could only be attained through good communication (table 4.3, code 2.1.1) (§ 2.2.5.6). Only some participants mentioned the importance of good communication.

"… communicated in good time to the educators …" (SMT4)

"… communication among them, it must play a good role among them." (NSMT4)

"Communication is important. We need open channels." (SMT2)

"There must be a good communication between us … communication is key" (NSMT4)

One participant revealed that the SMT lacked communication skills.

"I think communication skills are lacking, fix their (SMT) communication skills ..." (NSMT6)

The second code that emerged regarding the needs of teachers in relation to support provided by the SMT regarding the enactment of TL, was that a collaborative school culture could only be attained through involving all stakeholders in decision-making processes (table 4.3, code 2.1.2). Some participants mentioned the need to be involved in decision-making processes.

"… staff as such to be part of decision making." (SMT3)

"The SMT then goes to the staff and asks them their input." (NSMT2)

"You also need to encourage them to be part of decision making. It is your (SMT) responsibility to sometimes listen to their (teachers) reviews." (SMT6)

"We used to have meetings here most of the time before we go to the educators. Then we go to the educators, and we advise each other." (SMT4)

The third code identified regarding the needs of teachers regarding the enactment of TL, was that a collaborative school culture could only be attained through teamwork (table 4.3, code 2.1.3). Several participants mentioned the importance of teamwork as such.

"The principal needs the support from the SMT and the SMT needs the support from the principal. And the SMT need support from us. If we don't have that teamwork the school governance will fall." (NSMT5)

"We play as a team and if you break down your team you will lose." (NSMT2)

"… we go out as a team." (SMT4)

"We have a good team …" (NSMT1)

"… a leader has a team of people that works with them." (NSMT2)

"We need to sit down and work together as a team … teamwork." (NSMT4)

"… who's used to group with other people." (SMT5)

The fourth code that developed regarding the needs of teachers in relation with the enactment of TL, was that a collaborative school culture could be attained through professional learning communities (table 4.3, code 2.1.4) (§ 2.2.5.4). Only one participant revealed professional learning communities as such.

"And peer teaching … the peer or professional learning committee. Then we plan together … sit together so we can be able to see where the problem lies. … where you think you are not performing, you have to ask someone to help you." (SMT5)

Several other participants only implicated professional learning communities by mentioning their participation in workshops, cluster meetings and peer training.

"Workshop at school. Even clusters is good, because we must start at school first… sharing ideas is also important." (NSMT4)

"… the clusters, they help a lot …marking centres … The workshops they are very much helpful … but also at school level." (SMT6)

"We do have courses and we do have workshops, we have these cluster meetings. It's quite educative, it's quite informative. I can gain something from you … something that I didn't know." (SMT4)

"As an SMT and as an HOD, I need to have a meeting with my educators. I need to find out what are their problems. To try and assist them there." (SMT4)

"… people who are working in the clusters, they are still colleagues. Going to the community as well and fellow teachers." (NSMT6)

The responses of the participants were consistent with literature (§ 2.2.5.4) and exposed that the need of a collaborative school culture could only be attained through good communication, involving all partakers in decision-making processes, and by creating opportunities for teamwork through "professional learning communities" within the school environment. Although the participants responded strongly on the latter three, good communication was not mentioned by a lot of participants as a need. This could indicate that the participants were not aware of the need of good communication for the enactment of TL or that participants did not experience communication as a barrier in their particular school. Another need identified by teachers in relation to support provided by the SMT for the enactment of TL is support mechanisms.

4.5.2.2 Category 2: Support mechanisms

The second category that developed from the analysed data to determine the needs of teachers regarding the enactment of TL, was the provision of support mechanisms (figure 4.3). According to literature teachers need sufficient time and structured programmes for TL development in order to enhance the enactment of TL (Msila, 2020:101; Flores, 2018:25; Harris, 2003:320) (§ 2.2.5.5).

The first code identified regarding the needs of teachers regarding support mechanisms for the enactment of TL, was sufficient time (table 4.3, code 2.2.1). According to literature teachers need sufficient time for cooperative meetings in order to plan, discuss and organise curriculum matters, whole-school development plans and collaboration with colleagues and other schools through teamwork (Flores, 2018:25; Harris, 2003:320). Several participants mentioned that they have limited time available for professional development through the enactment of TL.

> *"We need time to do professional development and we don't have enough time." (NSMT5)*
>
> *"What is a problem, it's time … the time once again is not enough." (SMT4)*
>
> *"I must sacrifice a lot of my time so that I develop myself. It's challenging." (SMT3)*
>
> *"… a heavy workload (inhibits TL)." (NSMT1)*
>
> *"There is only one thing that blocks me and that is having no free periods. I do not have time to focus on interpersonal relationships within my department." (SMT2)*

The second code that emerged regarding the needs of teachers in relation to support mechanisms for the enactment of TL, was structured programmes for TL development (table 4.3, code 2.2.2). According to literature teachers need structured programmes for TL development, in order to enhance the knowledge, skills and capacity of viable teacher leaders

and to build the self-confidence of existing teacher leaders (Msila, 2020:101; Harris, 2003:320) (§ 2.2.5.5). Only a few participants mentioned the need of structured programmes for TL.

> *"(SMT) coming up with programs … structure that workshop… workshops for our educators to say they need to be leaders." (SMT3)*
>
> *"develop new guidelines, new training." (NSMT1)*

Consistent with literature (§ 2.2.5.5) the responses of the participants revealed that the limited time available for professional development hampers teacher growth and the enactment of TL. This implies that teachers need sufficient time provided by the SMT for professional development through the enactment of TL. As only a few participants mentioned the need of structured programmes for TL, it could mean that teachers were either not aware of the importance of structured programmes for TL, or they do not have a need for it. With the expectations and needs of teachers in relation to support provided by the SMT for the enactment of TL established, it was necessary to determine what professional development practices could be implemented to improve the enactment of TL.

The SET theorises that certain factors influence human beings' decisions whether an interrelated working relationship needs to be quested, maintained or concluded. Specific human behaviour is therefore grounded in certain social reactions due to the actions and deeds of colleagues and partakers in the workplace. These co-dependent interactions have the benefit to create high-quality relationships under viable situations, or on the contrary, poor working relations among unviable working conditions (Cropanzano & Mitchell, 2005:875). Teachers in leadership positions gain influence and authority in exchange for a group's support or submission. The continuation of the group's support depends on the way teacher leaders interact, socially exchange and treat teachers.

The interaction, the relationship, between teachers and teachers in leadership positions therefore influences the actions and behaviour of teachers, as individuals return dividends they receive, which subsequently has a positive influence on organisational management. Teachers occupying leadership positions who foster positive interactions and relationships, receive teacher and group support regarding certain school responsibilities and tasks (Harris, 2003:314) and have the opportunity to enable the personal and professional growth of individuals or groups through PD practices.

4.6 Themes regarding the professional development practices that could be implemented to improve the enactment of teacher leadership

The concept of PD and PD practices were the two themes that respectively emerged during content data analysis, to determine the PD practices that could be implemented to improve the enactment of TL (figure 4.4). These two themes were expanded through the identified categories and codes that developed from the transcribed text (Addendum G), as well as field notes (table 3.4, § 3.4.2). As stated by literature, PD developed into a key element globally to enhance the enactment of TL and subsequently the quality of education (Borg, 2018:195; Flores, 2018:24; Hunzicker, 2012:268; Mestry *et al*., 2009:488; Msila, 2020:106; Ono & Ferreira, 2010:59; Pan & Chen, 2020:4; Zepeda *et al*., 2014:296) (§ 2.4). It therefore became essential to explore PD as a strategy used by SMTs to enhance the enactment of TL. The concept of PD was the first theme to be elaborated upon.

4.6.1 The concept of professional development

With the aim of describing the concept of PD, the researcher identified two categories that emerged from the coded data of the transcribed text: the nature of PD practices and the structure of PD practices (§ 2.4.1 & 2.4.3).

4.6.1.1 Category 1: The nature of professional development practices

The first category that developed from the analysed data in an attempt to describe the concept of PD is the nature of PD practices (figure 4.4). According to literature, the nature of PD practices is always focussed on the main objective of enhancing the quality of teaching and learning, which is reckoned as the core business of education (Kennedy, 2014b:691; Mestry *et al*., 2009:488; Mestry, 2017:1) (§ 2.4.1). This main objective could be attained through teacher development and the expansion of TL to include informal TL positions, which proved to be the two codes that developed from the transcribed text to describe the nature of PD.

The first code that emerged from the transcribed data during content analysis regarding the nature of PD practices is teacher development (table 4.4, code 1.1.1). Consistent with literature, all participants mentioned that PD practices enhance the development of teachers and increase their teaching skills and –knowledge.

> *"Professional development, keep the teacher, as far as teaching and learning is concerned. It makes you a better teacher and equip the tool and hence performance. PD addresses challenges faced by the educators when delivering lessons, content and concept mastering." (SMT5)*

"We do professional development and teach people … we develop and encourage our existing team." (SMT1)

"… professional development, how to become a better teacher." (NSMT5)

"… the development of skills and knowledge to do the job (teaching)." (NSMT1)

"Teachers need to be developed career-wise … technologically … they need to be developed in the way they handle of discipline. One area of development is the rotational teaching, you'll actually be motivated to learn more. So the more you are moving with these learners, you are also learning." (SMT6)

"We've got to develop our teachers; we've got to feed them with information. The relevant and the current information regarding their profession. Curriculum wise, behaviour wise, you as a person, how to upgrade yourself …you are growing as a person. You're not stagnant, to adjust to the particular time in which we are in." (SMT4)

"… it will keep up to the latest and the recent trends and development that are happening … trying to infuse the now with the new conceptions. Professional development will seek to breach the gap of the old training system and bring in the new training and the latest trends that there are in our education system … through professional development there's recent information that will keep us abreast." (SMT3)

"To be a better teacher, in my profession … teaching skills. On any level, if you see something is not working in your system, see where you can make it better." (NSMT3)

"I have to develop … ideally be a lifelong learner …" (NSMT2)

"… training….courses that teach you something." (SMT2)

"… if they (teachers) can go through professional development, take anything that can develop them and they can change." (NSMT6)

The second code identified regarding the nature of PD practices is opportunities for the enactment of TL (table 4.4, code 1.1.2). Only some of the participants revealed that PD practices allowed for the opportunity to enact TL as either formal TL (§ 2.3.3.2.1) or as informal TL (§ 2.3.3.2.2), as revealed by the following comments:

"Teachers need to be motivated and inspired to practice formal and informal leadership. They then need to be supported (through PD). This creates a positive, motivated and safe environment for teacher leadership." (NSMT1)

"Give them (teachers) an opportunity in some roles (TL). Like if you give me a role, wait for me to complete the task you gave me and then comment after I completed it and tell me, you should have done better here and here. So I think that can help us develop." (NSMT6)

"I sometimes tell them, we are going to have a meeting … prepare yourself … you are going to chair the meeting. Then we bring ideas just from the background. It's an opportunity for leadership." (SMT4)

"(PD) workshops for our educators to say they need to be leaders." (SMT3)

As only a few participants mentioned the enactment of TL as part of PD, it accords with literature (§ 1.2), as well as with the analysis of the nature of TL, which indicates that the enactment of especially informal TL is still limited (§ 4.3.1). Although many participants were unaware that the opportunity to enact TL could be part of PD, all the participants revealed that PD was important to enhance teacher development and to increase their teaching ability and skills. In order to identify PD practices to enhance the enactment of TL, it was necessary to determine the structure of PD practices.

4.6.1.2 Category 2: The structure of professional development practices

The second category that was established from the analysed data with the aim to describe the concept of PD is the structure of PD practices (figure 4.4). The Oldroyd and Hall Model (Oldroyd & Hall, 1991:28) was used in chapter two (§ 2.4.3.1) to categorise PD practices and activities as either professional training or as professional support. This structuring of PD practices links with the three types of PD activities identified by SACE (2012:10): activities initiated by the teacher (type 1), activities initiated by the school (type 2) and activities initiated externally through teacher unions and professional institutions (type 3).

The first code that emerged from the transcribed data during content analysis regarding the structure of PD practices is that PD practices involve an advanced teacher qualification (table 4.4, code 1.2.1), which was exposed by several participants.

"… upgrading your qualification is also part of your professional development. I'm thinking ahead now in terms of the institutions of learning, and then to fuse in the training of teacher leadership." (SMT3)

"(With PD) you increase your qualification." (SMT4)

"… professional development, like applying to do courses on leadership." (NSMT6)

"… encourage people to register with universities and even if you are not doing something serious, we've got ACE. … just to have the depth in knowledge of the subjects that you are teaching, so if you are studying, you are moving with time." (SMT6)

"I decided that I wanted to do this post graduate diploma in public management at the university. I've learned a lot. It talks about public entities, it focuses on different areas of leadership, the human resource department, how to lead, finances, you learn a lot. For

me personally I would say it was a good experience and it also opens opportunities. So we all need to grow in a way." (SMT6)

One participant was of the opinion that schools need to encourage or even require teachers to further their studies in order to enhance teacher development.

"… if the school says at least let us make sure that we study until REQV15, I think it will develop a lot of people." (SMT6)

The responses of the participants which identified an advanced teacher qualification as part of the structure of PD practices, relate with professional training as described by the Oldroyd and Hall Model (Oldroyd & Hall, 1991:28) (§ 2.4.3.1.1). According to the Oldroyd and Hall Model (Oldroyd & Hall, 1991:28), professional training refers to teacher development at institutions through structured training activities and facilitated by experts during lectures and discussions. Professional training corresponds with the SACE type three activities, which refer to activities initiated externally through teacher unions and professional institutions (Mosoge, 2008:165; SACE, 2012:10).

The second code identified regarding the structure of PD practices is teacher support practices (table 4.4, code 1.2.2). Many participants revealed that the support they receive from colleagues in the form of brainstorming sessions, workshops, peer teaching sessions, participating in professional bodies and cluster meetings, form an important part of their PD.

"There needs to be brainstorming sessions along with the formal training, where there is a trainer and then also sessions with a facilitator. How can we all learn from each other's experiences. The facilitator needs to be the more experienced leader that can lead the others." (NSMT1)

"We do have workshops, we have these cluster meetings … it's quite educative, it's quite informative. I can gain something from you … something I didn't know." (SMT4)

"Attending workshops is part of professional development because you are exposed to new information. And then participating in professional bodies, because there are bodies which then brings in together expertise and maybe address a particular challenge or topic that will then promote professional development, like maths has AMESA. … cluster meetings, team teaching, in-service training of the teachers … once you begin to share, it brings growth." (SMT3)

"As leaders you also need to learn from the people you are leading. I'll get a lot from them, it will help me to improve my leadership, like cluster meetings." (NSMT6)

"… listening to someone … it means that I am gaining and that I am learning from what you are saying and what you are teaching." (NSMT4)

"To broaden their knowledge … discussing reviews from other areas and districts the clusters … they help a lot. The workshops organised by the department, but also at school level are very much helpful … you actually learn." (SMT6)

"(PD) through workshop … they (SMT) must workshop us … it's about teaching and learning" (NSMT5)

"Young teachers must teach me, so by teaching me, they are developing me … through workshops, peer teaching, a workshop and in our cluster …you learn and develop a lot." (NSMT5)

The responses of the participants which identified teacher support practices as part of the structure of PD practices, are coherent with professional support as described by the Oldroyd and Hall Model (Oldroyd & Hall, 1991:28) (§ 2.4.3.1.2). According to the Oldroyd and Hall Model (Oldroyd & Hall, 1991:28), professional support refers to school-based activities initiated by the teacher or by the school, and corresponds with the SACE type one and –two activities: activities initiated by the teacher (type 1) and activities initiated by the school (type 2) (Mosoge, 2008:165; SACE, 2012:10).

The responses of the participants regarding the structure of PD practices correlate with the Oldroyd and Hall Model (Oldroyd & Hall, 1991:28) (§ 2.4.3.1), which designates PD practices as either professional training or as professional support. Consistent with the Oldroyd and Hall Model (Oldroyd & Hall, 1991:28), participants exposed professional training through structured programmes at institutions as acquiring advanced teacher qualifications. According to the Oldroyd and Hall Model (Oldroyd & Hall, 1991:28), professional support refers to school-based activities, encompassing reading or listening to educational material, attending meetings and workshops, mentoring and coaching, leading projects, marking and assessing and the participation in development activities. In accordance with the professional support designated by the Oldroyd and Hall Model (Oldroyd & Hall, 1991:28), participants revealed teacher support practices as part of the structure of PD practices, incorporating brainstorming sessions, workshops, peer teaching sessions, participating in professional bodies and cluster meetings.

With the concept of PD magnified under the categories of the nature and structure of PD practices, the researcher investigated current PD practices, in an attempt to determine effective PD practices that could be employed by the SMT to enhance the enactment of TL.

4.6.2 Professional development practices

Professional development practices were the second theme to be expanded upon. In an attempt to describe PD practices for the enhanced enactment of TL, the researcher identified

two categories that emerged from the coded data of the transcribed text: limitations of current PD practices towards the enactment of TL (§ 2.4.5) and features of PD practices to enhance the enactment of TL (§ 2.4.6).

4.6.2.1 Category 1: Limitations of current professional development practices towards the enactment of teacher leadership

The first category that arose from the analysed data to determine PD practices that could enhance the enactment of TL was the limitations of current PD practices towards the enactment of TL (figure 4.4). According to literature current PD is often inadequate, insufficient, of poor quality and quantity, and frequently not accomplishing the desired results (Borg, 2018:195; Govender, 2018:1; Hunzicker, 2012:267; Ono & Ferreira, 2010:59; Pan & Chen, 2020:4; Zepeda *et al*., 2014:296) (§ 2.4.5). The researcher identified that inadequate methods of training, as well as limited time and resources, posed limitations to current PD practices in secondary schools.

The first code identified regarding the limitations of current PD practices towards the enactment of TL is the method of PD training used (table 4.4, code 2.1.1). Several participants mentioned that current methods of PD training are often of poor quality and not addressing the particular needs of the teachers and school.

> *"Sometimes it's not good quality. Because the facilitators sometimes, they don't know things." (NSMT5)*
>
> *"Those who are supposed to take the lead, they know nothing. The one who are supposed to give them instructions, they know nothing." (SMT5)*
>
> *"Cluster meetings don't happen very often. And at times those CI's, they will come to these meetings and then the person is not conversant himself." (SMT4)*
>
> *"The department organised workshops for only one week, something that I studied, for one year it was only taught to teachers in one week, so there were a lot of gaps." (SMT6)*
>
> *"… send us (teachers) on courses that are not addressing school related things, they just derive from elsewhere, and then applying an approach of one glove fits all." (SMT3)*

One participant implicated the inadequate cascade-model of training (Grant, 2008:90) (§ 2.4.5.1) where the SMTs are trained and expected to transfer the gained knowledge to colleagues at school.

> *"… they (DBE) develop them (SMT) … the problem is they (SMT) don't come back to us (teachers) to share that information." (NSMT5)*

The second code that emerged from the transcribed data during content analysis regarding the limitations of current PD practices towards the enactment of TL is limited time available for PD practices (table 4.4, code 2.1.2). Only a few participants mentioned that the limited time available for PD practices hinders or limits PD.

> *"We need time to do professional development and we don't have enough time." (NSMT5)*
>
> *"… what is a problem, it's time. You've got some other commitments and then you can't attend. Then you are losing a lot as a result. But the time (for PD) once again is not enough." (SMT4)*
>
> *"It's time consuming … it takes away my time. That means I must sacrifice a lot of my time to develop myself. It's challenging." (SMT3)*

One of the participants implicated that time for PD is limited because of a high workload.

> *"… factors (for PD) to take into consideration are your workload." (SMT1)*

The third code that arose from content analysis regarding the limitations of current PD practices towards the enactment of TL is limited resources available to SMTs for PD practices (table 4.4, code 2.1.3). Several participants revealed the challenge of limited financial- and other resources available at their school that hinders or limits their PD.

> *"The economic situation … it's a bit lacking. That is something one can think is going to have a negative impact on professional development." (SMT3)*
>
> *"… these studies, you'll find that it is so costly." (SMT4)*
>
> *"… the cost of the courses." (SMT1)*
>
> *"Everything is expensive, for me to just go study the computer basics, it's money." (NSMT4)*
>
> *"There are classes who are well equipped, but there are those classes who are not and we are also struggling." (SMT6)*
>
> *"We don't even have a class for slide shows, we don't have the equipment. The school never gives it." (NSMT3)*
>
> *"It's the knowledge gap. If we can have enough of these workshops so we can empower each other." (SMT4)*

The participants' responses were consistent with literature and identified the limitations of current PD practices as training methods or models which are inadequate and of poor quality, as well as limited time and limited resources available to teachers for PD practices. Participants further mentioned another two limitations to PD, which were not contained in chapter two: the unwillingness of teachers to participate in PD and the COVID-19 pandemic. Some of the

participants mentioned that teachers who are unwilling and unmotivated to attend PD practices pose a barrier to current PD.

> *"Some will always be willing to and some will always be dragging their feet … but you still cannot make a person a leader if a person doesn't want to." (SMT4)*
>
> *"… if they (teachers) want to do things their way, you can't change it … so I don't know how to change that if they don't want to (attend PD practices)." (NSMT3)*
>
> *"In most cases they are not willing to."(NSMT6)*

One participant revealed that intrinsic factors implicate the success of PD practices and therefore that an unwilling and unmotivated attitude could pose a limitation to PD practices.

> *"Internal factors are things like, your attitude, your preconceived ideas, your patience, your integrity, your commitment, your communication skills, your courage, your focus, your passion, your problem solving skills." (SMT2)*

A few participants mentioned the limitations to PD practices owing to the COVID-19 pandemic.

> *"I didn't finish my qualifications because of what I was going through … I decided to drop everything. It was this COVID-19 … then I couldn't carry on with it." (NSMT4)*
>
> *"We are affected by COVID-19 and we know very well that we had these teachers who were not technologically savvy (competent)." (SMT6)*
>
> *"… and the frustrations that there are with the uncertainty, within the education system and with COVID." (SMT3)*

With the limitations identified, the researcher subsequently investigated the features of effective PD practices, with the intention to determine PD practices that could be implemented by the SMT to enhance the enactment of TL.

4.6.2.2 Category 2: Features of effective professional development practices to enhance the enactment of teacher leadership

The second category that developed from the coded data was the features of effective PD practices (figure 4.4). According to literature, effective PD practices portray certain distinct features, which need to be taken into account by SMTs when developing PD practices which could enhance the enactment of TL. These features are the context of the PD activity, proper planning of the PD activity, the PD practice to be job-embedded, PD activities that are including all teachers and PD activities ensuing as a continuous process (De Villiers & Pretorius, 2011:584; Flores, 2018:29; Gomba, 2019:2; Hunzicker, 2012:268; Mosoge, 2008:163; Williams, 2011:196) (§ 2.4.6).

The first code that emerged from the analysed data during content analysis regarding the features of effective PD is the context of the PD practices (table 4.4, code 2.2.1). Some of the

participants mentioned that PD practices need to be applicable to their personal needs, as well as the school's needs. One participant cited the school's context as the school's culture.

> *"Being a leader does not mean you have to change everything about the school. You can develop (through PD) but you cannot change everything … so you must make sure that you retain the culture of the school." (SMT6)*
>
> *"Look at the school, where is the school, what type of school, the community those children come from. You need to take these things in consideration." (NSMT3)*
>
> *"… training regarding the school as an organisation and your (teachers) place in it." (NSMT2)*
>
> *"But that workshop must make sure it must develop you as a person … an applicable workshop." (NSMT5)*

One participant specified using a SWOT (strengths, weaknesses, opportunities and threats) analysis to determine the needs of the teachers in an attempt to develop PD practices that are appealing and applicable.

> *"If your professional development is guided by the SWOT analysis, you can appeal to many personalities and equip many types of people. You have practical, emotional, logical, illogical, rational, irrational … you have to cater for all the people." (NSMT1)*

The second code identified regarding the features of effective PD to enhance the enactment of TL is proper planning (table 4.4, code 2.2.2). Some of the participants mentioned that effective PD practices require planning in order to develop applicable PD practices which are suitable to the school's needs.

> *"Creating workshops that fit the school … coming up with programs … structure that workshop … have a program to say you want to help professional development." (SMT3)*
>
> *" … if it (PD) is organised by the SMT … sit down and come up with a plan." (SMT4)*
>
> *"The SMT works with different personalities - every personality requires a different way of working with them. So, you must be able to identify that personality before you can fill the gaps. Your training must be as such, that you are equipped to deal with the challenge." (SMT1)*
>
> *"It is part of planning … afterwards it needs to be compiled … someone has to take charge and drive it further." (SMT1)*

The third code that emerged during content analysis regarding features of effective PD to enhance the enactment of TL is that PD practices need to be job-embedded (table 4.4, code 2.2.3). Only a few participants mentioned that PD practices need to address their teaching goals and objectives in class and that theoretical lectures need to be applied in a practical way.

"(with) professional development, you get the theory, but the theory is a general theory, an academic theory. This is not enough … it's more about the application. You need the application. You use it as background to understand where to go. To relay what needs to be done and how. And you link it in a practical way. You can't get the vision if you don't have the theoretical knowledge. That knowledge needs to be carried through and gets pulled apart to get the SMT to fully understand it. And then determine how it can be practically applied in this school's situation. So that professional development must be adapted so it can work for my specific situation. We have the information, but we have to then make it our own." (SMT1)

"But then also the application thereof (PD) in practice. If I talk about practice, it's not just a meeting/discussion but also a workshop." (NSMT1)

The fourth code identified regarding features of effective PD to enhance the enactment of TL is that PD practices need to include all teachers (table 4.4, code 2.2.4). Only a few participants mentioned the need to be included in PD practices.

"Everyone needs to be able to take part and shape the vision. It is part of planning and everyone has the opportunity to take part." (SMT1)

"It is part of planning and everyone has the opportunity to take part." (SMT1)

The fifth and last code that emerged from the transcribed data during content analysis regarding the features of effective PD to enhance the enactment of TL was that PD practices need to be continuous (table 4.4, code 2.2.5). Several participants revealed that PD practices need to be continuous to be effective and to support teachers to develop.

"A continued development … the continued development and knowledge is important. A leader needs to be adaptable. If you are equipped, you can adapt. That's why it is important. From informal in the classroom, to the more formal leaders too. If you don't have the skills, you won't be able to offer guidance or inspiration. You can't just equip (PD) and then leave them (teachers). It's about continued support." (NSMT1)

"And to improve your leadership skills you need to be a continuous learner. So professional development around teacher leadership is needed, it will make you have a better understanding of things." (NSMT6)

"Things change, the school changes … these things are a work in progress. The teachers change and the system needs to be adapted. Keep learning and keep being better … continuous development of a teacher in all aspects in a changing environment." (SMT1)

"This includes lifelong learning of a teacher, it never stops." (SMT5)

"I have to develop … ideally be a lifelong learner." (NSMT2)

"… continuity (of PD) is important." (NSMT2)

Consistent with literature, the responses of the participants exposed the features of effective PD practices to be context sensitive, planned, job-embedded, inclusive, and continuous (§ 2.4.6). The participants revealed that PD practices should be properly planned to take the needs of teachers, as well as the school into account and suggested to use the SWOT (strengths, weaknesses, opportunities and threats) analysis to determine their needs. As only a few participants mentioned the importance of PD practices to be job-embedded through addressing their teaching goals and objectives in class in a practical way while including all teachers, it could implicate that not all teachers were aware of the importance of PD practices. Participants further unveiled that PD practices need to proceed on a continuous basis in order to effectively support teachers to develop and to enhance the enactment of TL.

The field notes, created by the researcher during the individual interviews (table 3.4, § 3.4.2), were used as evidence to enhance the understanding of the analysed data.

4.7 Data obtained from the field notes

The interview settings and time frames were selected in collaboration with the independent person and the participant, and with the specific purpose in mind to choose a setting and time frame where and when the participant would feel comfortable and at ease. The ambience of two interview settings was disturbed by noise from the school ground and adjacent street, but as the participants were used to the noise levels, it did not disturb the participants and they proceeded with the interview as if no disturbances were present. The researcher further used icebreakers and a quick review on the already received interview schedule, to calm and comfort participants and to assist participants in gaining confidence. As the participants were mostly comfortable and at ease, it created trust between the researcher and the participants, resulting in the participants being prepared and confident to reveal their honest and sincere comments, opinions, and perceptions, not hiding or distorting any information.

A few participants were initially a little hesitant as they felt that they were ignorant and incompetent on the concept of TL. This observation is consistent with literature which describes TL as an ambiguous concept, which leads to uncertainty in what TL entails (Fennel *et al*., 2015:7; Grant, 2019:38; Hunzicker, 2012:269; Lovett, 2018:1; Moonsamy, 2010:11) (§ 1.2). The researcher intervened prior to the interview by briefing the participants on the interview schedule, and as participants gained confidence, their honest perceptions were revealed. Several participants were discontented by the irresponsible, careless manner in which formal TL

is appointed and enacted in their schools and did not hesitate to convey their dissatisfaction and annoyance.

4.8 Summary

The researcher embarked on an inductive process of content data analysis to identify themes and categories from the transcribed interviews (Addendum G), according to the formulated research questions and objectives (§ 1.3 & 1.4). The first research question and objective regarding the nature, structure, and significance of TL (§ 1.3.2), was analysed according to the concept, dimensions and attributes of TL, as well as the prerequisites required to enact TL (figure 4.1). The roles and responsibilities of the SMT towards the enactment of TL (§ 1.3.2) were determined according to their management role and TL role, as well as their responsibility to formulate and implement school policy, their managerial responsibilities, their responsibility to enhance the enactment of TL and their responsibility to enhance teacher development (figure 4.2). The expectations and needs of teachers were subsequently determined (§ 1.3.2) and analysed according to the expectation that teachers influence one another and that teachers expect uncontrolled/unrestrained relations for the enactment of TL to flourish. The needs of teachers were analysed on the basis of the need for a collaborative school culture and support mechanisms provided by the SMT (figure 4.3). To determine PD practices that could be implemented by the SMT to improve the enactment of TL, the researcher analysed the nature, structure and limitations of current PD practices, as well as the features of effective PD practices (figure 4.4). The aim of the next chapter is to formulate conclusions, as well as to provide answers to the research questions and objectives (§ 1.3 & 1.4).

CHAPTER 5
OVERVIEW, FINDINGS AND RECOMMENDATIONS

5.1 Introduction

The previous chapter analysed the verbal and transcribed data collected from the individual semi-structured interviews, through an inductive process of content data analysis. In this chapter, the researcher outlines a synoptic overview of the whole research process, intended to provide a synopsis of the key interpretations of the research and suggested strategies and recommendations on national, provincial and district level for the enhanced enactment of TL in secondary schools. The findings of the research were utilised to develop a schematic presentation of SMT strategies for the enhanced enactment of TL. The researcher further identified the limitations of the research, gave an outline on her personal reflection, mentioned proposed future research and ended with a conclusion of the research report.

5.2 Synoptic overview of the research

The researcher anticipated to report on research done during a qualitative phenomenological study, with the purpose to determine strategies for the enactment of TL in secondary schools. The report encompassed five chapters: an orientation chapter, a literature review (SMTs as catalysts for the enactment of TL), a description of the research design and methodology, as well as data analysis and interpretation and concluded with an overview, findings, and recommendations of the research.

Chapter one of the research report, served as an orientation chapter, where the researcher delineated a concise description of the proposed research. An overview of the problem statement and rationale (§ 1.2), the research questions and objectives (§ 1.3 & 1.4), the concept clarification and theoretical framework (§ 1.5), the research design and methodology (§ 1.6), trustworthiness (§ 1.7), ethical considerations (§ 1.8) and the role of the researcher (§ 1.9) were depicted. The orientation chapter concluded with an overview of the contribution rendered by the research (§ 1.10), the chapter division (§ 1.11) and a summary (§ 1.11) of the first chapter.

The researcher devoted chapter two to a literature review with the focus on SMTs as catalysts for the enactment of TL, with the intention to establish a conceptual and theoretical framework for the research. The concepts of School Management Teams (SMTs) (§ 2.2), teacher leadership (TL) (§ 2.3) and professional development (PD) (§ 2.4) were scrutinised thoroughly. The section on SMTs commenced with a detailed description on the notion and formation of

SMTs (§ 2.2), globally (§ 2.2.1), as well as in the South African context (§ 2.2.2). This was followed by unwrapping the roles and responsibilities of SMTs (§ 2.2.3), as well as the role SMTs play as facilitators of change in secondary schools (§ 2.2.4). The barriers and enablers that affect the performance of SMTs regarding the enactment of TL (§ 2.2.5) were subsequently discussed, followed by the importance of SMTs in relation to the enhanced enactment of TL (§ 2.2.6). The Social Exchange Theory (SET) (§ 2.2.7) was employed as theoretical framework to ground the manner in which SMTs could motivate colleagues and teachers to enact TL. The next section that was scrutinised in chapter two, was TL (§ 2.3). This section commenced with the unwrapping of the concept of TL (§ 2.3), followed by an explanation of TL in an international (§ 2.3.1), as well as a South African context (§ 2.3.2). A description on the dimensions of TL was grounded in Grant's (2008:93) four zone-model for the enactment of TL and included the formal and informal aspect of TL enactment (§ 2.3.3). Distributed TL was subsequently discussed (§ 2.3.4), followed by teachers as leaders (§ 2.3.5), as well as the significance of TL in secondary schools (§ 2.3.6). Chapter two concluded with scrutinising PD (§ 2.4), commencing with the concept (§ 2.4) and nature of PD (§ 2.4.1), as well as the structure of current PD practices internationally (§ 2.4.2) and in the South African context (§ 2.4.3). The Oldroyd and Hall model (Oldroyd & Hall, 1991:28) for PD was utilised to ground PD practices in the South African context (§ 2.4.3). The section on PD proceeded with the significance of PD (§ 2.4.4), the limitations of current PD practices (§ 2.4.5) and concluded with the features of effective PD practices (§ 2.4.6).

In chapter three, the researcher unwrapped the chosen research design and -methodology of the research study. An interpretive paradigm underpinned the research design where the aim was to mutually construct knowledge through the sharing of the lived experiences of the researcher and participants (§ 3.2). A qualitative research approach, using a phenomenological mode of enquiry (§ 3.3), was the appropriate approach for the study, as the purpose was to develop strategies to enhance the understanding of the enactment of TL. The researcher used convenience and purposive sampling to select the participants and participating schools for the study (§ 3.4.1). Linguistic data and field notes were collected through individual semi-structured interviews (§ 3.4.2) that were transcribed and analysed through the inductive process of content data analysis (§ 3.4.3). The researcher subsequently described the procedures undertaken to ensure trustworthiness through increasing the credibility, transferability, dependability, and confirmability of the research study (§ 3.5). The ethical considerations that were adhered to involved attaining ethical clearance from the NWU, informed consent from the District Director of the Mpumalanga DBE, the SGB chairpersons, the principals, as well as each individual participant, and conducting honest and fair research practice throughout the study (§ 3.6).

Chapter three concluded by revealing the role of the researcher during the research (§ 3.7), followed by a summary (§ 3.8) of the chapter.

Chapter four of the research report was dedicated to a description of the inductive process of content analysis, which comprises the preparation, coding, categorisation and interpretation of data (§ 4.2.1). The preparation of data involved the sorting and organising of the transcribed scripts into computer data files and transferring the transcribed text into tables. Priori coding was used during the coding process, where codes and categories were determined in advance according to the conceptual and theoretical framework of chapter two, as well as the research sub-questions and –objectives (§ 1.3 & 1.4). During the categorisation of data, various identified codes of data were categorised according to the pre-determined categories, with the intention to understand the meaning of the coded text data. The interpretation of data commenced when the researcher compared the emerging categories and themes to previous research and findings, guided by the conceptual and theoretical framework depicted in the literature review of chapter two. After the process of content data analysis, the researcher proceeded with a discussion of the results and depicted the identified codes, categories and themes in flow diagrams (§ 4.2.2). Chapter four concluded with a detailed discussion of the themes, categories and codes that emerged regarding every research sub-question (§ 4.3, 4.4, 4.5 & 4.6).

The research report concluded in chapter five with a synopsis of the key findings regarding the research questions and objectives (§ 5.3), followed by a schematic presentation of suggested strategies that could be employed by SMTs at school level to enhance the enactment of TL in secondary schools (figure 5.1) (§ 5.4). The researcher subsequently recommended applicability of the findings on national-, provincial- and district educational level (§ 5.5), with the intention to strengthen the contribution of the research study. This was followed by revealing the limitations of the study (§ 5.6), and a personal reflection of the research journey (§ 5.7). Chapter five concluded with proposed future research (§ 5.8) and a conclusion (§ 5.9) to the research report.

5.3 Synopsis of key findings

Subsequent to the process of content data analysis, the researcher formulated a summary of key findings in an attempt to provide answers to the four research questions (§1.3) and reach the research objectives (§ 1.4) formulated for the research study. The aim of this qualitative study was to develop strategies that SMTs can implement that would enhance the enactment of TL in secondary schools. The researcher provided the synopsis of key findings according to the research objectives that were formulated at the beginning of the research study.

5.3.1 Understand and explain the nature, structure and significance of teacher leadership

The first research question, what the nature, structure and significance of TL entail, was addressed by the themes regarding the nature, structure and significance of TL discussed in chapter four (§ 4.3). The nature and structure of TL were analysed according to the concept of TL, dimensions of TL, attributes of TL and the prerequisites for the enactment of TL (§ 4.3.1). The significance of TL was analysed with regard to the assumptions teachers had regarding the enactment of TL (§ 4.3.2).

5.3.1.1 The concept of teacher leadership

Consistent with literature, most participants were uncertain of what the concept of TL entails and cited the dimensions, attributes and prerequisites for the enactment of TL, with the intention to elaborate on their understanding of the concept of TL. Many participants acknowledged TL as teachers who take the lead and who are in control of educational tasks and –activities, as well as teachers who influence, motivate and inspire colleagues through setting the leading example as role models (§ 4.3.1.1). To further their description of TL, participants distinguished between **formal** TL, as well as **informal** TL. Formal TL was clearly referred to as teachers having a formal title of TL (DHs, deputy principals and principals), while participants initially did not acknowledge informal TL as such and granted the enactment of the so-called informal TL as minor. As the interview proceeded participants realised the existence of informal TL and mentioned the opportunities granted to enact TL, even without a formal title as the chairperson of committees, grade guardians or cluster leaders (§ 4.3.1.1). Participants therefore attained a common understanding that TL refers to teachers who lead, who are in control and who influence other teachers, while occupying a formal TL title or enacting informal TL without a formal title. Participants further elaborated on the dimensions of TL through identifying the zones in which TL is enacted, within the educational school environment.

5.3.1.2 The dimensions of teacher leadership

Congruent with Grant's (2008:93) four zone-model of TL, participants revealed that the enactment of TL is evident in four zones through performing six TL roles (§ 4.3.1.2). Participants acknowledged the enactment of TL inside the classroom (zone one) through managing a good administrative classroom system, by creating a safe, disciplined environment where quality teaching and learning could thrive and through leading, influencing and motivating learners to excel academically (TL role one), as well as to acquire life skills. Participants further recognised the enactment of TL beyond the classroom (zone two), while leading, supporting,

training, assisting and guiding colleagues during curricular- and extra-curricular educational activities and practices (TL roles two and three). One participant particularly distinguished between the need to "macro manage" teachers as a group opposed to the "micro-management" of individual teachers according to their individual needs. The management of the appraisal of teachers (TL role four), evident beyond the classroom, was not commonly indicated by the participants. The participants further identified the enactment of TL in zone three through assisting, supporting, mentoring, and leading colleagues and peers during administrative- and decision-making processes (TL role five). This involves the whole school as a system. TL was additionally enacted beyond the school in the community (zone four), where teachers act as role models in the community, as well as managing and leading colleagues of neighbouring schools in relation to curriculum development and -knowledge (TL role two and three) through acting as a "cluster leader". Consistent with literature, participants were of the opinion that TL is satisfactorily enacted inside the classroom, but that the enactment of TL beyond the classroom during whole-school activities and in the community, was limited (§ 4.3.1.2). Intending to increase the understanding of the nature and structure of TL, participants further revealed the attributes of TL.

5.3.1.3 The attributes of teacher leadership

In accordance with literature, participants exposed the attributes or characteristics of TL as accountability, advocacy and responsiveness, having a shared vision, stability and teamwork, taking risks and revealing an openness to change, professionalism, inclusiveness, reflection, as well as being a "researcher and lifelong learner" (§ 4.3.1.3). Participants described accountability as the responsibility to lead and to enrich themselves and advocacy and responsiveness as the action of guiding, supporting, advising and developing teachers and learners. The attributes of having a shared vision, stability and teamwork, the ability of taking risks and having an openness to change were not well exposed by participants. Participants revealed professionalism as being trustworthy, punctual, loyal, setting the example and showing dedication and commitment, whereas inclusiveness was exposed as delegating TL responsibilities, thus including teachers in TL tasks. The attribute of reflection was exposed as being a good listener, communicator and problem solver, while the desire for gaining knowledge throughout the teachers' careers implicated the attribute of being a "researcher and lifelong learner" (Van der Vyver *et al*., 2021:144). The attribute of cultural reflection mentioned in literature was not revealed by any of the participants (Van der Vyver *et al*., 2021:144; Webber, 2018:4; Webber 2021:23). For the enactment of TL to come to fruition, distinct prerequisites were identified.

5.3.1.4 The prerequisites of teacher leadership

Consistent with literature, participants mentioned that the enactment of TL would never flourish, unless a collaborative culture of teamwork is present amongst teachers (§ 4.3.1.4). According to the participants, this could be accomplished through distributing and sharing TL responsibilities among teachers having a formal TL title, but also among teachers enacting TL responsibilities without a formal TL title. Participants further revealed that distributed TL and teamwork are values related to collaboration, necessary to enhance the enactment of TL in secondary schools. At this point participants spoke out against the power of politics through misusing unionism, which greatly hampers the enactment of TL in their schools. Sometimes only certain teachers that belong to a certain union are appointed in TL positions. Participants described the significance of TL according to certain assumptions regarding TL.

5.3.1.5 The significance of teacher leadership

In accordance with the literature, participants revealed the significance of TL according to the assumption that the enactment of TL increases the quality of teaching and learning, leading to an overall increase in the performance of the school (§ 4.3.2). Participants revealed that the enactment of TL is significant in creating an inclusive, disciplined and undisruptive learning environment where teaching and learning could flourish. According to the participants, a lack of TL would lead to a chaotic school environment, mismanagement and consequently an underperforming school. Consistent with literature, participants mentioned that the prospect to enact TL enables the growth of teachers, which subsequently increases the overall performance of the school, having a positive impact on the school as well as on the broader community (§ 4.3.2). In an attempt to develop strategies that SMTs could implement that would enhance the enactment of TL, the researcher successively determined the roles and responsibilities of the SMT.

5.3.2 Determine the School Management Teams' understanding of their roles and responsibilities towards the enactment of teacher leadership

The second research question, what the roles and responsibilities of the SMT towards the enactment of TL are, was subsequently addressed (§ 4.4). The roles and responsibilities of the SMT were defined by one participant as "*the formal aspect of things, giving guidance, equipping teachers and steering the school. From their (SMT) role come the responsibility, the action, the procedure and the actual tasks they do.*" (NSMT1). The roles of the SMT were identified by the participants as a management role and a TL role.

5.3.2.1 The roles of School Management Teams

Participants revealed the management role of the SMT as a critical role to ensure effective teaching and learning in a school. Consistent with literature, participants were of the opinion that diligent general school management would inevitably create an environment where effective teaching and learning could flourish. According to the participants, the management role of SMTs involved general school management through being in control, to organise and to plan for effective educational activities, and an educational environment conducive to teaching and learning. Some participants exposed the management role of the SMT as distributing educational tasks equally among teachers and "*walking the extra mile*" (NSMT2) during everyday management and tasks. Participants further revealed that the initiation and facilitation of change to continuously adapt to a changing educational environment further formed part of the managerial role of SMTs (§ 4.4.1). In accordance with literature, the TL role of the SMT was described by the participants as taking the lead and being in control. A few participants described the TL role of being in control as "*being in charge*" (SMT1, NSMT2), or as rendering guidance and assistance to teachers. The identified roles of SMTs lead to distinct responsibilities.

5.3.2.2 The responsibilities of School Management Teams

The responsibilities of SMTs were identified as the formulation and implementation of school policy (§ 4.4.2.1), managerial responsibilities (§ 4.4.2.2), the enhanced enactment of TL (§ 4.4.2.3) and teacher development (§ 4.4.2.4). The responsibility to develop, implement and manage school policies was not well responded by participants and was only implicated as the development of plans to guide the management of the school. The second managerial responsibility of SMTs, to support the principal during the organisational and strategic management of the school, was also poorly exposed by the participants. According to the participants, the managerial responsibilities of SMTs involved the responsibility to develop a school development- and improvement plan, general administrative responsibilities and curriculum implementation and support. Participants did not expose the responsibility to plan and develop a school development- and improvement plan, as well as their responsibility for general administrative tasks as part of managerial responsibilities well; they only vaguely implicated these managerial responsibilities. Although the responsibility to monitor and support quality curriculum implementation as part of their managerial responsibilities was well responded, participants failed to mention the responsibility of recruitment management of new teachers and the responsibility to safeguard teachers and learners. Many participants however, revealed the third responsibility of SMTs: to enhance the enactment of TL through creating

expanded opportunities to enact TL, and through involving teachers in decision-making processes. One participant stressed that teachers need to be trusted with assigned TL responsibilities. In accordance with literature, participants revealed the responsibility of SMTs to provide for teacher development through utilising mentorship programmes and the QMS. A few participants revealed however, that the QMS employed by SMTs did not comply with their specific needs, did not transpire into teacher development and was not acknowledged as important by teachers and the SMT of their school. With the intention to develop strategies to enhance the enactment of TL, SMTs need to be aware of the expectations and needs of teachers in relation to support provided by SMTs for the enhanced enactment of TL.

5.3.3 Describe the expectations and needs of teachers in relation to support provided by School Management Teams for the enactment of teacher leadership

The third research question, what the expectations and needs of teachers are in relation to support provided by the SMT for the enactment of TL, was addressed by the themes, the expectations and needs of teachers (§ 4.5). Participants revealed the expectations that teachers influence one another when an educational environment of uncontrolled relations pertains (§ 4.5.1). The needs of teachers regarding support provided by SMTs to enhance the enactment of TL, were revealed as the need of a collaborative school culture and particular support mechanisms provided by the SMT (§ 4.5.1).

5.3.3.1 The expectations of teachers

The expectations of teachers are consistent with the Social Exchange Theory (SET) (§ 2.2.7), which theorises that teachers intentionally perform certain conducts with the expectation to benefit or to receive gains in return (Blau, 1964, cited by Cropanzano & Mitchell, 2005:874). Participants responded that they expect the benefit of the enhanced enactment of TL when teachers influence one another in a teaching environment where uncontrolled/unrestrained relations are present among teachers (§ 4.5.1). Participants further expected that the enactment of TL would flourish when teachers influence one another to accept the shared goals and objectives of the school, consecutively working together as a team (§ 4.5.1.1). According to the participants, the benefit of a teaching environment of uncontrolled/unrestrained relations would be attained when all teachers accept a shared responsibility and when all teachers are decisive and influential (§ 4.5.1.2). One participant highlighted that teachers who defy a shared responsibility would result in a teaching environment with demoralised teachers who hinder the enactment of TL. Participants expected teachers to cooperate and to support one another, with the intention to create unrestricted relations where the enactment of TL could embellish.

Participants further expected a management system of democratic TL, encompassing an open door policy, where teachers are involved in decision-making processes and TL responsibilities. The revealed expectations of teachers regarding the enactment of TL consecutively produced teachers' needs on the subject of support provided by the SMT for the enactment of TL.

5.3.3.2 The needs of teachers

Consistent with literature, participants uncovered their needs with the intention to enact formal- as well as informal TL as a collaborative school culture and support mechanisms provided by the SMT (§ 4.5.2). According to participants, a collaborative school culture could only be attained through good communication, involving all teachers in decision-making processes, good teamwork and professional learning communities among teachers (§ 4.5.2.1). Although a few participants cited the need for good communication, it was not commonly indicated by the participants. One participant exposed a lack of communication among their SMT, which consequently has a negative impact on the enactment of TL. The need to be involved in decision-making processes and the practice of good teamwork were well responded by many participants. Although teachers' participation in professional learning communities was mentioned by a few participants, several participants only implicated their involvement in professional learning communities through their contribution in workshops, cluster meetings and peer training.

Participants further identified the need of support mechanisms to support the enactment of TL in the form of sufficient time provided for professional development through the enactment of TL and structured programmes for TL development (§ 4.5.2.2). Consistent with literature, participants revealed that they have limited time available to develop professionally through the enactment of TL. This implicated that participants needed the SMT to provide for sufficient time for professional development through creating opportunities to enact TL. The need for structured programmes for TL development was not well responded by participants, which could implicate that participants were not aware of the importance of structured programmes for TL development in an attempt to enhance the enactment of TL. With the findings regarding the expectations and needs of teachers in relation to the enactment of TL established, it became essential to determine PD practices that could be implemented to enhance the enactment of TL in secondary schools.

5.3.4 Explore and determine what professional development practices can be implemented to improve the enactment of teacher leadership

The fourth research question, what PD practices can be implemented to improve the enactment of TL, was addressed by the themes, the concept of PD practices and suggested PD practices that could be used by SMTs for the enhanced enactment of TL (§ 4.6).

5.3.4.1 The concept of Professional Development

The concept of PD was described by the participants through identifying the nature of PD and the structure of PD practices (§ 4.6.1). Participants exposed the nature of PD as practices that enhance teacher development and practices that create opportunities for the enactment of formal- as well as informal TL (§ 4.6.1.1). Although all participants revealed the importance of PD practices to improve teacher development, not many participants were aware that PD practices could be utilised to enhance the enactment of TL.

Participants further elaborated upon the concept of PD through identifying the structure of PD practices to improve the enactment of TL. Consistent with the Oldroyd and Hall Model (Oldroyd & Hall, 1991:28), participants identified the structure of PD practices as either obtaining an advanced teacher qualification or as teacher support practices (§ 4.6.1.2). Participants described advanced teacher qualifications as additional qualifications obtained from tertiary institutions, with one participant having the opinion that schools even need to force teachers to further their studies as part of teacher development. Teacher support practices were responded well by participants as many participants mentioned brainstorming sessions, workshops, peer teaching sessions, participating in professional bodies, and cluster meetings as an important part of support received from and rendered towards colleagues. With the intention to suggest PD practices that could be implemented to enhance the enactment of TL, participants revealed the limitations as well as features of current PD practices (§ 4.6.2).

5.3.4.2 Professional Development practices

In accordance with literature, participants revealed the limitations of current PD practices as inadequate methods of training, limited time, as well as limited resources (§ 4.6.2.1). Several participants highlighted the poor quality of current PD practices that often fail to address the specific needs of the school and individual teacher. At least one participant critisised the inefficient “cascade”-model of training (Grant, 2008:90) (§ 2.4.5.1), where SMTs are trained and then expected to transfer the gained skills and knowledge to fellow teachers. Although only a few participants mentioned the challenge of limited time for PD practices due to a high

workload, several participants revealed the limitation of financial- and other resources. Participants further exposed the lack of motivation and reluctance of teachers to participate in PD practices, as well as the COVID-19 pandemic, as additional limitations which hinder PD practices in secondary schools. Frustration due to uncertainty, lack of funds and a sudden change to online teaching owing to the COVID-19 pandemic, were some of the factors mentioned by the participants which limited PD practices in secondary schools. Additional to identifying the limitations of current PD practices, participants suggested features of effective PD practices to enhance the enactment of TL.

Consistent to literature, participants revealed the features of effective PD practices which need to be considered by SMTs when developing PD practices for the enactment of TL, as the context of the PD practice or activity, proper planning of the PD practice, the PD activity to be job-embedded, PD practices that include all teachers, and PD activities occurring as a continuous event (§ 4.6.2.2). In relation to the context of PD practices, one participant explained that the context of the school refers to the culture present in the school. Some participants revealed that they need PD practices to be appropriate to the needs of the school, as well as to their own needs, while one participant suggested that SMTs should use a SWOT (strengths, weaknesses, opportunities and threats) analysis, to dictate the specific needs of teachers, as well as those of the school. Participants further mentioned that PD practices need to be properly planned, with the intention to adhere to teachers', as well as the school's needs. According to the participants, PD practices also need to be job-embedded and applicable to the specific teaching goals and objectives of the school, with theoretical knowledge practically applied. Although only a few participants mentioned the need to be included in PD practices, several participants revealed that effective PD practices need to proceed continuously, to support teacher development. With the aim to develop strategies that SMTs can implement to enhance the enactment of TL in secondary schools, the researcher will subsequently suggest strategies, based on the responses of the participants.

5.4 School Management Teams strategies for the enactment of teacher leadership

SMTs, as the facilitators of change, have certain roles and responsibilities, which include the responsibility to enhance the enactment of TL with the intention to create opportunities for teacher development. The in-depth analysis (§ Chapter 4) of the participants, literature review and the theoretical frameworks guided the researcher to suggest specific strategies to explicitly adhere to the roles and responsibilities of the SMT to ensure the enhanced enactment of TL, as depicted in figure 5.1.

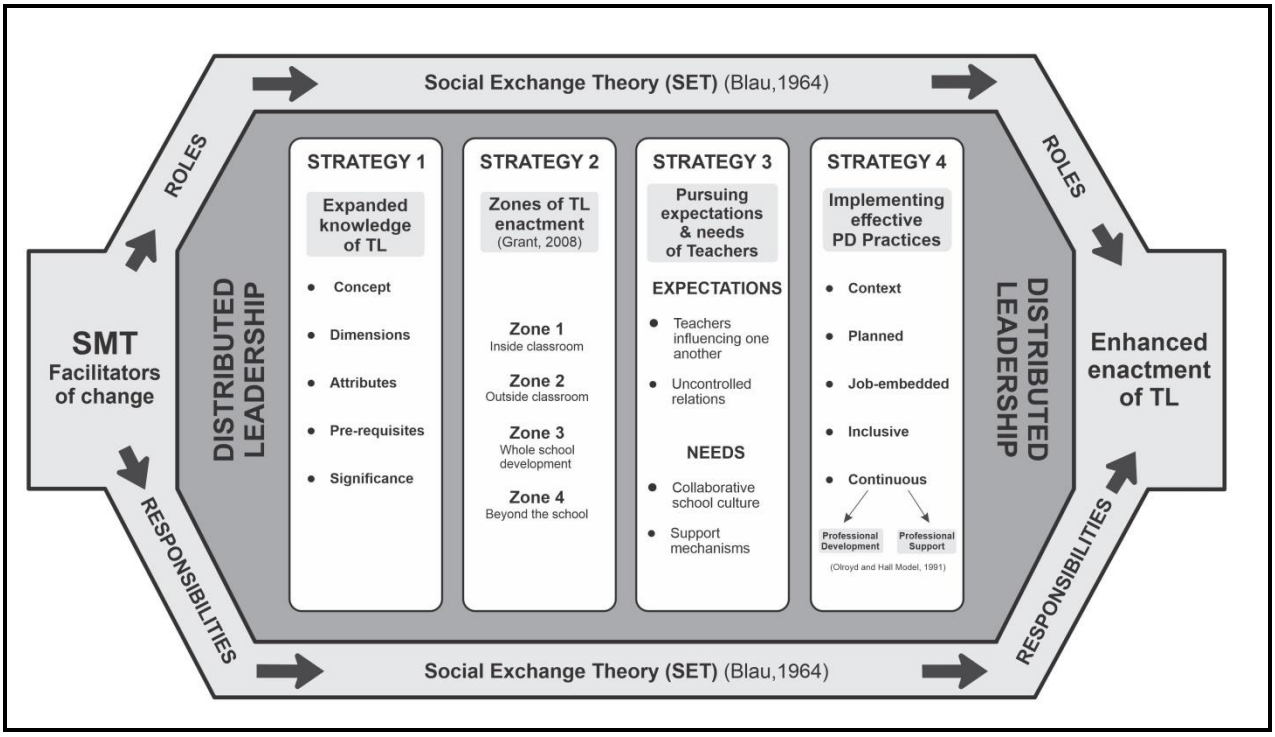

Figure 5.1 Schematic presentation of SMT strategies for the enhancement of TL

For the enhanced enactment of TL, SMTs need to involve teachers in decision-making processes and create TL opportunities through employing distributed TL, while fulfilling their roles and responsibilities. Against the backdrop of distributed leadership SMTs can apply certain strategies that will enhance the enactment of TL. SMTs also need to keep the Social Exchange Theory (SET) (Blau, 1964) in mind, where teachers voluntarily accept TL responsibilities when they expect the benefit or gain to develop professionally through the enactment of TL. Applying distributed leadership and employing SET will lead to a positive relationship between SMT members and teachers, thereby creating an encouraging environment for the enactment of TL to take place. With the intention to enhance the enactment of TL through distributed TL, SMTs and teachers need to have a common, expanded understanding of the concept, the dimensions, the attributes, prerequisites and significance of TL, as the first recommended strategy. As depicted in figure 5.1, the second suggested strategy for SMTs to enhance the enactment of TL is to involve teachers not occupying formal TL positions with TL responsibilities inside the classroom in zone one, as well as beyond the classroom in zones two, three and four, according to Grant's four zone model of TL (§ 2.3.3.1). Opportunities for the enactment of TL need to be created and teachers need to be motivated to accept TL responsibilities beyond the classroom in zones two, three and four. The third strategy refers to SMTs that need to pursue the expectations of teachers to facilitate and create a democratic educational environment of uncontrolled/unrestrained relations where everyone accepts a shared responsibility and decisiveness, is prepared to cooperate and where teachers

influence one another to accept shared objectives and goals and work together as a team. SMTs further need to provide in the needs of teachers for a collaborative teaching environment and support mechanisms, which incorporates sufficient time and structured programmes of TL development. SMTs need to ensure a collaborative teaching environment, incorporating good communication, where everyone is involved in decision-making processes, where teamwork can flourish and where professional learning communities exist. As a fourth and last strategy, SMTs need to develop and plan effective as well as appropriate PD practices to enhance the enactment of TL through considering the context of PD practices, as well as well-planned PD practices which are job-embedded, inclusive and continuous. These PD practices could be divided according to the Oldroyd and Hall model (1991) into professional training and professional support activities (§ 2.4.3.1). All four strategies executed through the roles and responsibilities of SMTs should therefore be grounded in the Social Exchange Theory (SET) (§ 2.2.7) and distributed leadership. The following recommendations could however increase the applicability of future research to benefit South African secondary schools even more.

5.5 Recommendations

The research study was established in the NWU's research entity, Edu-Lead, and expected to enhance the understanding of the concept of TL in a South African context and to increase awareness regarding the significance of TL enactment towards the improvement of overall school performance. In the light of the findings of the research, the researcher suggested recommendations by means of which the research study could contribute to the enhanced enactment of TL in secondary schools. Recommendations were made on national-, provincial-, district- and school level.

5.5.1 National level

Based on the responses of participants who were mostly unsure about exactly what the concept of TL entails, the researcher recommends that the South African DBE launch an awareness campaign which focuses on the concept, nature and significance of TL. This campaign should involve the whole spectre of educational stakeholders and could be in the form of training sessions, workshops, webinars, zoom meetings and the distribution of training manuals and newsletters. The initial awareness campaign should be followed up by workshops on a continuous basis to strengthen awareness of the importance of TL enactment and also to involve novice teachers who entered the educational environment after the initial awareness campaign. The researcher further recommends that DBE officials utilise the findings of the study when planning and amending policies and legislation in relation to the unclear roles and

responsibilities of SMTs, especially regarding the enactment of TL. It is further recommended that the DBE on national level reconsider the minimum professional qualification requirements when appointing teachers in formal TL positions, as it became clear from the responses of the participants that SMTs were often incompetent when executing their TL responsibilities.

5.5.2 Provincial level

On provincial level, the researcher recommends that DBE officials diligently adhere to and prioritise the recommendations and policies regarding the roles and responsibilities of SMTs, especially towards the enactment of TL. It is recommended that provincial officials of DBE assemble a training committee to focus on the implementation of policies and directives, as well as awareness campaigns to deliberately enhance the enactment of TL in secondary schools in their respective provinces. Based on the responses of the participants, the researcher further recommends that provincial DBE officials continuously stay alert for the threats of unionism, when appointing teachers in formal TL positions. DBE officials should appoint teachers according to their abilities, qualifications, and commendations from the applicable school's SGB.

5.5.3 District level

The researcher recommends that school districts should focus especially on the implementation of policies and training directives regarding the enhanced enactment of TL in the secondary schools that form part of their districts. Monitoring of the implementation of the process to enhance TL would be crucial, as many schools and teachers could neglect, simply ignore or be incompetent to implement the suggested strategies to enhance the enactment of TL. School districts could support their schools through hosting workshops and training sessions and through distributing training material obtained from national and provincial DBE.

5.5.4 School level

Based on the strategies determined to enhance the enactment of TL (§ 5.4), the researcher recommends that SMTs utilise the determined strategies as depicted in figure 5.1 to plan and implement tailor-made strategies which are applicable to the needs of their specific school and teachers. It is recommended that SMTs create more opportunities for the enactment of TL, through granting more teachers the opportunity to fulfil informal TL positions inside the classroom, as well as beyond. To execute this recommendation, a passionate SMT member should be elected to take charge and control of the TL enhancement programme of the school, with the intention to motivate, implement and monitor the enactment of TL in the school. The SMTs continuously need to be aware of opportunities where TL could be informally enacted,

and to involve teachers in decision-making processes. It is further recommended that the planned, tailor-made PD opportunities are structured and especially targeted towards the development of teacher leadership skills, that such opportunities are up to standard and fulfil the identified needs of teacher leaders. The SGB and SMT further need to be aware of the threats of unionism and ensure to appoint teachers in formal TL positions according to their qualifications and abilities and not because of the union to which they belong. Despite the encouraging outcomes, research can never be entirely successful and will render some limitations.

5.6 Limitations of this study

The limitations of this study emerged from theoretical-, as well as executive limitations. Both limitations were beyond the control of the researcher due to the scope of the research and the chosen research methodology. The theoretical limitation was the first to be elaborated upon.

5.6.1 Theoretical limitations

The theoretical limitation that emerged during the collection, analysis and interpretation of the data, was the bias and prejudice of the researcher. Due to the choice of utilising qualitative research, the researcher acted as interviewer and was immersed in the study. Knowledge and findings were therefore collectively constructed as a result of the interaction between the researcher and the participants. The researcher risked the challenge of guiding participants' answers during the interviews and being biased during the analysis and interpretation of data. The researcher further forms part of the SMT of one of the sampled schools (as acting deputy principal) and risked the challenge of participants feeling intimidated during the interview and not giving honest and sincere answers. However, throughout the study the researcher was aware of this limitation and endeavoured to be unbiased, abiding by the interview schedule (Addendum F) throughout the interview and assuring the participants from the researcher's residing school of her neutrality. The executive limitations were the next to be elaborated upon.

5.6.2 Executive limitations

The executive limitations emerged due to the sample size selected. The sample consisted of twelve participants that were purposively selected from three public, secondary schools in the Volksrust circuit of the Gert Sibande district, on the Highveld of Mpumalanga. The primary limitation of this study was grounded in the fact that it was small-scale research, representing only three from the five secondary schools in one circuit of the district and no attempt of generalising could be anticipated (Cohen *et al*., 2011:155; Creswell, 2012:206). The

employment of the findings from the research were therefore limited, as the participants of the conveniently selected schools only represented the enactment of TL in one South African quintile four and two quintile one secondary schools in one circuit of the Gert Sibande district. The findings of the research are expected to differ in other circuits and districts with different demographic and socio-economic compositions. Nevertheless, based on the findings revealed from the research, the study would contribute by creating an understanding of the nature, structure and significance of TL and the strategies needed to enhance the enactment of TL in secondary schools. Knowledge constructed from these findings is transferable and could be applied in similar situations in an attempt to improve the enactment of TL and consequently overall school performance. Being involved in doing research on the topic of TL for more than three years during the researcher's BEdHonours- and MEd studies, rendered certain personal experiences.

5.7 Personal reflections on my research journey

The researcher has eleven years of teaching experience in one of the selected secondary schools and served for nine years on the SMT, both in an informal- as well as in a formal TL position as grade guardian, DH and acting deputy principal. I, as the researcher, was intrigued by the performance of teachers and how this influenced the overall performance of the school. SMT members were continuously frustrated with teachers' performances that were not up to standard, resulting in negativity towards the school among the SMT and staff members, the SGB, parents and the community. This challenging situation compelled me to investigate whether the SMT could employ strategies to motivate and develop teachers to subsequently increase the performance of the school and conquer the negativity towards the school. The initial literature review led me to the significance of the enactment of formal- as well as informal TL (§ 2.3) and the possibility that the SMT could employ PD practices and activities (§ 2.4) to enhance the enactment of TL. The findings of the research confirmed the importance of TL and identified the features of effective PD practices and activities to enhance the enactment of TL in secondary schools, potentially increasing overall school performance. During my personal reflection on the research study I decided to suggest the following proposed research.

5.8 Proposed future research

The researcher recommends that future research includes all secondary schools in the Volksrust circuit, as well as secondary schools in other circuits with a different demography, in order to generalise the findings. As this study was done in only one quintile four semi-urban and two quintile one rural schools, the study could be expanded to determine teachers'

perceptions regarding the enactment of TL in other quintile schools of circuits in urban, semi-urban, as well as rural schools. The findings of future research could then be utilised to expand the current unclear and ambiguous understanding of the nature, structure and significance of TL, as well as the roles and responsibilities of SMTs regarding the enhanced enactment of TL.

It is also suggested that future research involve a quantitative research method, possibly through the mixed method of research, in an attempt to expand the sample size of the research and to include the collection of quantitative data. This broadened angle of research could result in collecting more data to enhance understanding of the concept, nature and structure of TL, and also in collecting quantitative data to explore the success of current PD practices with the endeavour to develop PD strategies appropriate to the needs of teachers and schools.

5.9 Conclusion

The purpose of the research was to develop strategies that SMTs could implement to enhance the enactment of TL in secondary schools. The research questions and objectives (§ 1.3 & 1.4) were addressed through themes identified from transcribed, individual, semi-structured interviews during the inductive process of content data analysis.

In an attempt to understand and explain the nature, structure and significance of TL (§ 4.3.1), the purposively selected participants described TL as teachers who take the lead and who influence one another. According to the participants, the enactment of TL corresponded with Grant's (2008:93) four zone-model of TL and was evident inside the classroom (zone one), as well as beyond (zone two, three and four), through the enactment of informal- as well as formal TL positions. Participants acknowledged the attributes of TL as accountability, advocacy and responsiveness; a shared vision, stability and teamwork, taking risks, and an openness to change, professionalism, inclusiveness and reflection. Consistent with literature participants acknowledged the prerequisites for the enacment of TL as a collaborative school culture, distributive TL and associated values among staff members.

Based on the findings of the research, SMTs are unclear on their specific roles and responsibilities as was exposed through literature (§ 4.4). However, participants revealed the roles of SMTs to be a management role, as well as a TL role. The management role referred to the general management of the school and the initiation and facilitation of change, while the TL role encompassed the enactment of TL through taking the lead and being in control. The responsibilities of SMTs were identified by the participants as the responsibility to formulate and implement school policy, managerial responsibilities, the enhanced enactment of TL and teacher development.

For the researcher to develop applicable strategies that can be utilised by SMTs to enhance the enactment of TL, it was important to describe the expectations and needs of teachers in relation to support provided by SMTs for the enactment of TL (§ 4.5). Teachers expect that they influence one another through accepting shared goals and objectives and through the mutual cooperation as a team. Teachers further expect that the enactment of TL should flourish among a teaching environment of uncontrolled or unrestrained relations of a shared responsibility and decisiveness, cooperation and democratic leadership. The needs of teachers for the enactment of TL were identified as a collaborative school culture where good communication is present, where everyone is involved in decision-making processes, where teamwork is present and where professional learning communities exist. Teachers need SMTs to provide for sufficient time for the enactment of PD, as well as structured programmes for the development of TL.

Teachers revealed that PD practices are but one strategy that could be employed to enhance the enactment of TL. They also revealed that PD practices encompass teacher development and opportunities to enact TL and the structure of PD advanced teacher qualification and teacher support practices. The limitations of current PD practices, the inadequate method of training and limited time and resources, were revealed by participants, as well as the features of effective PD practices: context relative, proper planning, job-embedded, inclusive, as well as continuous. The researcher needed to consider the mentioned nature, structure, limitations- and features of current PD practices, in an attempt to develop strategies that can be used by SMTs to enhance the enactment of TL.

Based on the key findings of the research study (§ 5.3), the researcher developed a schematic presentation of the four suggested strategies SMTs can apply to enhance the enactment of TL (figure 5.1) (§ 5.4). The four strategies include a thorough knowledge of TL, the creation of opportunities for the enactment of TL in all four zones according to Grant's (2008:93) four zone model of TL, adhering to the expectations and needs of teachers regarding the enactment of TL and the creation and implementation of effective and appropriate PD practices to enhance the enactment of TL.

Consistent with literature, participants determined TL to be fundamental to ensure a positive and competent school climate and culture, where effective teaching and learning can transpire, resulting in an increase in overall school performance (§ 4.3.2). Enhanced overall school performance could be attained through SMTs employing the developed strategies, based on the findings of the research, with the intention to enhance the enactment of TL in secondary schools.

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ADDENDUM A
ETHICAL CLEARANCE CERTIFICATE

NWU®
NORTH-WEST UNIVERSITY
NOORDWES-UNIVERSITEIT
YUNIBESITI YA BOKONE-BOPHIRIMA

Private Bag X1290, Potchefstroom
South Africa 2520

Tel: 018 299-1111/2222
Fax: 018 299-4910
Web: http://www.nwu.ac.za

Senate Committee for Research Ethics
Tel: 018 299-4849
Email: nkosinathi.machine@nwu.ac.za

ETHICS APPROVAL LETTER OF STUDY

Based on approval by the **Faculty of Education Research Ethics Committee (EduREC)** on 29 July 2021, this committee hereby **approves** your study as indicated below. This implies that the North-West University Senate Committee for Research Ethics (NWU-SCRE) grants its permission that, provided the special conditions specified below are met and pending any other authorisation that may be necessary, the study may be initiated, using the ethics number below.

Study title: School Management Team strategies for the enactment of teacher leadership in secondary schools

Study Leader/Supervisor (Principal Investigator)/Researcher: Dr M Fuller

Student / Team: GM Smit (MEd student - 33276358)

Ethics number:

N	W	U	-	0	1	0	0	4	-	2	1	-	A	2
Institution				Study Number						Year			Status	

Status: S = Submission; R = Re-Submission; P = Provisional Authorisation; A = Authorisation

Application Type: Single study

Commencement date: 29 July 2021 **Risk:** Low

Expiry date: 29 July 2022

Approval of the study is initially provided for a year, after which continuation of the study is dependent on receipt and review of the annual (or as otherwise stipulated) monitoring report and the concomitant issuing of a letter of continuation.

Special in process conditions of the research for approval (if applicable):

General conditions:

While this ethics approval is subject to all declarations, undertakings and agreements incorporated and signed in the application form, the following general terms and conditions will apply:

- *The study leader/supervisor/principal investigator/researcher must report in the prescribed format to the EduREC:*
  - *annually (or as otherwise requested) on the monitoring of the study, whereby a letter of continuation will be provided, and upon completion of the study; and*
  - *without any delay in case of any adverse event or incident (or any matter that interrupts sound ethical principles) during the course of the study.*
- *The approval applies strictly to the proposal as stipulated in the application form. Should any amendments to the proposal be deemed necessary during the course of the study, the study leader/researcher must apply for approval of these amendments at the EduREC, prior to implementation. Should there be any deviations from the study proposal without the necessary approval of such amendments, the ethics approval is immediately and automatically forfeited.*
- *Annually a number of studies may be randomly selected for an external audit.*
- *The date of approval indicates the first date that the study may be started.*
- *In the interest of ethical responsibility, the NWU-SCRC and EduREC reserves the right to:*
  - *request access to any information or data at any time during the course or after completion of the study;*

- *to ask further questions, seek additional information, require further modification or monitor the conduct of your research or the informed consent process;*
- *withdraw or postpone approval if:*
  - *any unethical principles or practices of the study are revealed or suspected;*
  - *it becomes apparent that any relevant information was withheld from the EduREC or that information has been false or misrepresented;*
  - *submission of the annual (or otherwise stipulated) monitoring report, the required amendments, or reporting of adverse events or incidents was not done in a timely manner and accurately; and / or*
  - *new institutional rules, national legislation or international conventions deem it necessary.*

The EduREC would like to remain at your service as scientist and researcher, and wishes you well with your study. Please do not hesitate to contact the EduREC or the NWU-SCRE for any further enquiries or requests for assistance.

Yours sincerely

Prof JAK Olivier
Chairperson NWU Faculty of Education Research Ethics Committee

Original details: (22351930) C:\Users\22351930\Desktop\ETHICS APPROVAL LETTER OF STUDY.docm
8 November 2018

Current details: (22351930) M:\DSS1\8533\Monitoring and Reporting Cluster\Ethics\Certificates\Templates\Research Ethics Approval Letters\9.1.5.4.1 ES-REC Ethical Approval Letter.docm
5 December 2018

File reference: 9.1.5.4.2

ADDENDUM B
LETTER TO THE DISTRICT DIRECTOR OF THE GERT SIBANDE DISTRICT, MPUMALANGA DEPARTMENT OF EDUCATION

Private Bag X6001, Potchefstroom
South Africa 2520

Tel: 018 299-1111/2222
Web: http://www.nwu.ac.za

Faculty of Education

EDULEAD Research Niche

Dr M. Fuller
Tel. 018 285 2070
Molly.Fuller@nwu.ac.za)

16 August 2021

Mr PP Magagula
Gert Sibande District Education
2 De Jagerstreet
Ermelo
2350

DEAR MR MAGAGULA

PERMISSION LETTER: THE DISTRICT DIRECTOR

I herewith wish to request your permission for selected teachers and SMT members in the Gert Sibande district, Volksrust circuit to participate in this research, which involves semi-structured interviews. Participants will be selected from Elangwane Secondary School, Qhubulwazi Combined School and Volksrust High School. Prior to granting permission, please acquaint yourself with the information below.

The details of the research are as follows:

TITLE OF THE RESEARCH PROJECT:

School Management Team strategies for the enactment of teacher leadership in secondary schools

ETHICS APPLICATION NUMBER: NWU – 01004 – 21 – A2

PROJECT SUPERVISOR: Dr Molly Fuller
ADDRESS: Building B11, Room G10
Faculty of Education

North-West University
Potchefstroom campus, 2531
CONTACT NUMBER: 018 285 2070

MEMBER OF PROJECT TEAM MEd-Student: Mrs GM Smit
ADDRESS: Dassieklip farm, Volksrust
CONTACT NUMBER: 082 9557038

FACULTY OF EDUCATION RESEARCH ETHICS COMMITTEE
Contact person: Ms Erna Greyling, E-mail: Erna.Greyling@nwu.ac.za, Tel. (018) 299 4656

This study has been approved by the Research Ethics Committee of the Faculty of Education of the North-West University and will be conducted according to the ethical guidelines of this committee. Permission will also be obtained from the principals and School Governing Bodies of each school.

What is this research about?

The purpose of this research is:

- To develop strategies that School Management Teams can implement that would enhance the enactment of teacher leadership in secondary schools.

Research objectives:

- To understand and explain the nature, structure and significance of teacher leadership.
- To determine the School Management Team's understanding on their roles and responsibilities towards the enactment of teacher leadership.
- To describe the expectations and needs of teachers, in relation to support provided by the School Management Team for the enactment of teacher leadership.
- To explore and determine what professional development practices can be implemented to improve the enactment of teacher leadership.

Participants

In each school the participants will include:

- two non-members of the SMT occupying informal teacher leadership positions as well as two SMT members occupying formal teacher leadership positions, each with at least three years' teacher leadership experience.

What is expected of the participants?

All selected, willing participants will be expected to participate in semi-structured interviews that will last a maximum of one hour.

All participants will participate on a voluntary basis. If any participant at any stage feels that they do not want to continue to participate (even after the data was collected), they are free to withdraw from the study without any penalisation or prejudice of any sort.

Benefits to the participants

There are no direct financial or other benefits for participants in this research study. However, the participants will help us to gain a better understanding of the strategies needed to enhance the enactment of teacher leadership, which in turn could inform and guide future policies advising SMTs on their specific roles and responsibilities regarding the enactment of teacher leadership.

Risks involved for participants

Apart for the time that participants will have to sacrifice in participating in the individual interviews, we as researchers foresee no physical, mental, psychological or any other risks for any participants participating in this research.

Confidentiality and protection of identity

The information collected from participants through the personal interview will remain confidential and will only be used for research purposes. The identity of participants who take part in the individual, semi-structured interviews will also remain confidential and will at no stage be revealed. All collected electronic data will be stored on a password protected personal laptop and printed hard copies will be filed under pseudo names and locked in a safe and will be destroyed in 5 years.

Dissemination of findings

The findings of the research will be made available to the participating school on their request after the study has been completed. The data may be used for another research paper in the future. The participants will be asked to give consent to use the data again.

If you have any further questions or enquiries regarding your participation in this research, please contact the researchers for more information.

DECLARATION BY DISTRICT DIRECTOR:

By signing below, I ..... agree to give permission for the research to take place with the identified participants in the study entitled:

School Management Team strategies for the enactment of teacher leadership in secondary schools

I declare that:

- I have read this information and consent form and understand what is expected of the participants in the research.
- I have had a chance to ask questions to the researcher and all my questions have been adequately answered.
- I understand that taking part in this study is voluntary and participants will not be pressurised to take part.
- Participants may choose to leave the study at any time and will not be penalised or prejudiced in any way.
- Participants may be asked to leave the research process before it is completed, if the researcher feels it is in their best interests, or if they do not follow the research procedures, as agreed to.

Signed at (place) _____ on (date)_____ / _____ /20_____

_____

Signature of District Director

ADDENDUM C
LETTER TO THE PRINCIPALS OF THE SECONDARY SCHOOLS REQUESTING PERMISSION TO CONDUCT RESEARCH

Private Bag X6001, Potchefstroom
South Africa 2520

Tel: 018 299-1111/2222
Web: http://www.nwu.ac.za

Faculty of Education

EDULEAD Research Niche

Dr M. Fuller
Tel. 018 285 2070
Molly.Fuller@nwu.ac.za)

16 August 2021

Mr JM Ferreira
Volksrust High School
PO Box 124
Volksrust
2470

PERMISSION LETTER: SCHOOL PRINCIPAL

I herewith wish to request your permission for teachers at your school to participate in this research, which involves semi-structured interviews. Prior to granting permission, please acquaint yourself with the information below.

The details of the research are as follows:

TITLE OF THE RESEARCH PROJECT:

School Management Team strategies for the enactment of teacher leadership in secondary schools

ETHICS APPLICATION NUMBER: NWU – 01004 – 21 – A2

PROJECT SUPERVISOR: Dr Molly Fuller
ADDRESS: Building B11, Room G10
Faculty of Education
North-West University
Potchefstroom campus, 2531
CONTACT NUMBER: 018 285 2070

MEMBER OF PROJECT TEAM MEd-Student: Mrs GM Smit

ADDRESS: Dassieklip farm, Volksrust

CONTACT NUMBER: 082 9557038

FACULTY OF EDUCATION RESEARCH ETHICS COMMITTEE

Contact person: Ms Erna Greyling, E-mail: Erna.Greyling@nwu.ac.za, Tel. (018) 299 4656

This study has been approved by the Research Ethics Committee of the Faculty of Education of the North-West University and will be conducted according to the ethical guidelines of this committee. Permission will also be obtained from the School Governing Body of each school.

What is this research about?

The purpose of this research is:

- To develop strategies that School Management Teams can implement that would enhance the enactment of teacher leadership in secondary schools.

Research objectives:

- To understand and explain the nature, structure and significance of teacher leadership.
- To determine the School Management Team's understanding on their roles and responsibilities towards the enactment of teacher leadership.
- To describe the expectations and needs of teachers, in relation to support provided by the School Management Team for the enactment of teacher leadership.
- To explore and determine what professional development practices can be implemented to improve the enactment of teacher leadership.

Participants

In your school the participants will include:

- two non-members of the SMT occupying informal teacher leadership positions as well as two SMT members occupying formal teacher leadership positions, each with at least three years' teacher leadership experience.

What is expected of the participants?

All selected, willing participants will be expected to participate in semi-structured interviews that will last a maximum of one hour.

All participants will participate on a voluntary basis. If any participant at any stage feels that they do not want to continue to participate (even after the data was collected), they are free to withdraw from the study without any penalisation or prejudice of any sort.

Benefits to the participants

There are no direct financial or other benefits for participants in this research study. However, the participants will help us to gain a better understanding of the strategies needed to enhance the enactment of teacher leadership, which in turn could inform and guide future policies advising SMTs on their specific roles and responsibilities regarding the enactment of teacher leadership.

Risks involved for participants

Apart for the time that participants will have to sacrifice in participating in the individual interviews, we as researchers foresee no physical, mental, psychological or any other risks for any participants participating in this research.

Confidentiality and protection of identity

The information collected from participants through the personal interview will remain confidential and will only be used for research purposes. The identity of participants who take part in the individual, semi-structured interviews will also remain confidential and will at no stage be revealed. All collected electronic data will be stored on a password protected personal laptop and printed hard copies will be filed under pseudo names and locked in a safe and will be destroyed in 5 years.

Dissemination of findings

The findings of the research will be made available to the participating school on their request after the study has been completed. The data may be used for another research paper in the future. The participants will be asked to give consent to use the data again.

If you have any further questions or enquiries regarding your participation in this research, please contact the researchers for more information.

DECLARATION BY PRINCIPAL:

By signing below, I ..... agree to give permission for the research to take place with the identified participants in the study entitled:

School Management Team strategies for the enactment of teacher leadership in secondary schools

I declare that:

- I have read this information and consent form and understand what is expected of the participants in the research.
- I have had a chance to ask questions to the researcher and all my questions have been adequately answered.
- I understand that taking part in this study is voluntary and participants will not be pressurised to take part.
- Participants may choose to leave the study at any time and will not be penalised or prejudiced in any way.
- Participants may be asked to leave the research process before it is completed, if the researcher feels it is in their best interests, or if they do not follow the research procedures, as agreed to.

Signed at (place) _____ on (date)_____ / _____ /20_____

_____

Signature of School Principal

ADDENDUM D
LETTER TO THE SGB CHAIRPERSON OF THE SECONDARY SCHOOLS REQUESTING PERMISSION TO CONDUCT RESEARCH

Private Bag X6001, Potchefstroom
South Africa 2520

Tel: 018 299-1111/2222
Web: http://www.nwu.ac.za

Faculty of Education

EDULEAD Research Niche

Dr M. Fuller
Tel. 018 285 2070
Molly.Fuller@nwu.ac.za)

16 August 2021

SGB Chairperson
Volksrust High School
PO Box 124
Volksrust
2470

GOODWILL PERMISSION: SCHOOL GOVERNING BODY

I herewith wish to request your permission for teachers and SMT members at your school to participate in this research, which involves individual semi-structured interviews. Prior to granting permission, please acquaint yourself with the information below.

The details of the research are as follows:

TITLE OF THE RESEARCH PROJECT:

School Management Team strategies for the enactment of teacher leadership in secondary schools

ETHICS APPLICATION NUMBER: NWU – 01004 – 21 – A2

PROJECT SUPERVISOR: Dr Molly Fuller
ADDRESS: Building B11, Room G10
Faculty of Education
North-West University
Potchefstroom campus, 2531
CONTACT NUMBER: 018 285 2070

MEMBER OF PROJECT TEAM MEd-Student: Mrs GM Smit

ADDRESS: Dassieklip farm, Volksrust

CONTACT NUMBER: 082 9557038

FACULTY OF EDUCATION RESEARCH ETHICS COMMITTEE

Contact person: Ms Erna Greyling, E-mail: Erna.Greyling@nwu.ac.za, Tel. (018) 299 4656

This study has been approved by the Research Ethics Committee of the Faculty of Education of the North-West University and will be conducted according to the ethical guidelines of this committee. Permission will also be obtained from the principals of each school.

What is this research about?

The purpose of this research is:

- To develop strategies that School Management Teams can implement that would enhance the enactment of teacher leadership in secondary schools.

Research objectives:

- To understand and explain the nature, structure and significance of teacher leadership.
- To determine the School Management Team's understanding on their roles and responsibilities towards the enactment of teacher leadership.
- To describe the expectations and needs of teachers, in relation to support provided by the School Management Team for the enactment of teacher leadership.
- To explore and determine what professional development practices can be implemented to improve the enactment of teacher leadership.

Participants

In your school the participants will include:

- two non-members of the SMT occupying informal teacher leadership positions as well as two SMT-members occupying formal teacher leadership positions, each with at least three years' teacher leadership experience.

What is expected of the participants?

All selected, willing participants will be expected to participate in individual semi-structured interviews that will last a maximum of an hour.

All participants will participate on a voluntary basis. If any participant at any stage feels that they do not want to continue to participate (even after the data was collected), they are free to withdraw from the study without any penalisation or prejudice of any sort.

Benefits to the participants

There are no direct financial or other benefits for participants in this research study. However, the participants will help us to gain a better understanding of the strategies needed to enhance the enactment of teacher leadership, which in turn could inform and guide future policies advising SMTs on their specific roles and responsibilities regarding the enactment of teacher leadership.

Risks involved for participants

Apart for the time that participants will have to sacrifice in participating in the interviews, we as researchers foresee no physical, mental, psychological or any other risks for any participants participating in this research.

Confidentiality and protection of identity

The information collected from participants through the individual interview will remain confidential and will only be used for research purposes. The identity of participants who take part in the individual interviews will also remain confidential and will at no stage be revealed. All collected electronic data will be stored on a password protected personal laptop and printed hard copies will be filed under pseudo names and locked in a safe and destroyed after 5 years.

Dissemination of findings

The findings of the research will be made available to the participating school on their request after the study has been completed. The data may be used for another research paper in the future. The participants will be asked to give consent to use the data again.

If you have any further questions or enquiries regarding your participation in this research, please contact the researchers for more information.

DECLARATION BY SGB CHAIRPERSON:

By signing below, I ..... agree to give permission for the research to take place with the identified participants in the study entitled:

School Management Team strategies for the enactment of teacher leadership in secondary schools

I declare that:

- I have read this information and consent form and understand what is expected of the participants in the research.
- I have had a chance to ask questions to the researcher and all my questions have been adequately answered.
- I understand that taking part in this study is voluntary and participants will not be pressurised to take part.
- Participants may choose to leave the study at any time and will not be penalised or prejudiced in any way.
- Participants may be asked to leave the research process before it is completed, if the researcher feels it is in their best interests, or if they do not follow the research procedures, as agreed to.

Signed at (place) _____ on (date)_____ / _____ /20_____

_____

Signature of SGB Chairperson

ADDENDUM E
LETTER OF CONSENT TO ALL PARTICIPANTS

Private Bag X6001, Potchefstroom
South Africa 2520

Tel: 018 299-1111/2222
Web: http://www.nwu.ac.za

Faculty of Education

EDULEAD Research Niche

Dr M. Fuller
Tel. 018 285 2070
Molly.Fuller@nwu.ac.za)

16 August 2021

Participant code: _____

PARTICIPANT INFORMATION AND CONSENT FORM

Dear Participant

I herewith wish to request your consent to participate in this research, which involves individual semi-structured interviews. Prior to granting consent, please acquaint yourself with the information below.

The details of the research are as follows:

TITLE OF THE RESEARCH PROJECT:

School Management Team strategies for the enactment of teacher leadership in secondary schools

ETHICS APPLICATION NUMBER: NWU – 01004 – 21 – A2

PROJECT SUPERVISOR: Dr Molly Fuller
ADDRESS: Building B11, Room G10
Faculty of Education
North-West University
Potchefstroom campus, 2531
CONTACT NUMBER: 018 285 2070

MEMBER OF PROJECT TEAM MEd-Student: Mrs GM Smit
ADDRESS: Dassieklip farm, Volksrust
CONTACT NUMBER: 082 9557038

FACULTY OF EDUCATION RESEARCH ETHICS COMMITTEE

Contact person: Ms Erna Greyling, E-mail: Erna.Greyling@nwu.ac.za, Tel. (018) 299 4656

This study has been approved by the Research Ethics Committee of the Faculty of Education of the North-West University and will be conducted according to the ethical guidelines of this committee. Permission was also asked from the provincial Department of Basic Education as well as the school principal and chairperson of the School Governing Body.

What is this research about?

The purpose of this research is:

- To develop strategies that School Management Teams can implement that would enhance the enactment of teacher leadership in secondary schools.

Research objectives:

- To understand and explain the nature, structure and significance of teacher leadership.
- To determine the School Management Team's understanding on their roles and responsibilities towards the enactment of teacher leadership.
- To describe the expectations and needs of teachers, in relation to support provided by the School Management Team for the enactment of teacher leadership.
- To explore and determine what professional development practices can be implemented to improve the enactment of teacher leadership.

Participants
In your school the participants will include:

- two non-members of the SMT occupying informal teacher leadership positions as well as two SMT members occupying formal teacher leadership positions, each with at least three years' teacher leadership experience.

What is expected of you as participant?
All selected, willing participants will be expected to participate in individual semi-structured interviews that will last a maximum of an hour.

All participants will participate on a voluntary basis. If any participant at any stage feels that they do not want to continue to participate (even after the data was collected), they are free to withdraw from the study without any penalisation or prejudice of any sort.

Benefits to you as participant

There are no direct financial or other benefits for participants in this research study. However, the participants will help us to gain a better understanding of the strategies needed to enhance the enactment of teacher leadership, which in turn could inform and guide future policies advising SMTs on their specific roles and responsibilities regarding the enactment of teacher leadership.

Risks involved for participants

Apart for the time that participants will have to sacrifice in participating in the individual interviews, we as researchers foresee no physical, mental, psychological or any other risks for any participants participating in this research.

Confidentiality and protection of identity

The information collected from participants through the individual interview will remain confidential and will only be used for research purposes. The identity of participants who take part in the individual interviews will also remain confidential and will at no stage be revealed. All collected electronic data will be stored on a password protected personal laptop and printed hard copies will be filed under pseudo names and locked in a safe and will be destroyed after 5 years.

Dissemination of findings

The findings of the research will be made available to the participating school on their request after the study has been completed. The data may be used for another research paper in the future. The participants will be asked to give consent to use the data again.

If you have any further questions or enquiries regarding your participation in this research, please contact the researcher for more information.

DECLARATION BY PARTICIPANT:

By signing below, I ..... agree to give permission for the research to take place with the identified participants in the study entitled:

School Management Team strategies for the enactment of teacher leadership in secondary schools

I declare that:

- I have read this information and consent form and understand what is expected of me in the research.
- I have had a chance to ask questions to the researcher and all my questions have been adequately answered.
- I understand that taking part in this study is voluntary and I have not been pressurised to take part.
- I may choose to leave the study at any time and will not be penalised or prejudiced in any way.
- I may be asked to leave the research process before it has finished, if the researcher feels it is in my best interests, or if I do not follow the research procedures, as agreed to.

Signed at (place) _____ on (date)_____ / _____ /20_____

_____ _____

Signature of participant **Researcher**

ADDENDUM F
INTERVIEW SCHEDULE

NORTH-WEST UNIVERSITY
YUNIBESITI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT
POTCHEFSTROOMKAMPUS
Private Bag X 6001, Potchefstroom
South Africa, 2520
Tel: 018 299-1111/2222
Web: http://www.nwu.ac.za
Faculty of Education

Interview schedule

School Management Team strategies for the enactment of teacher leadership in secondary schools

Section A: Introduction

My name is Marinda Smit. I am working as Physical Sciences teacher and acting Deputy Principal at Volksrust High School in the Gert Sibande district, on the Highveld of Mpumalanga. I am currently enrolled as an Educational Management and Leadership Master's student at the North West University, Potchefstroom Campus. I intend to collect data for my research study regarding the enactment of teacher leadership in secondary schools. Through this research I aim to develop strategies for the enactment of teacher leadership in secondary schools.

I commit myself to the professional code of ethics for researchers which, amongst other aspects, include the following:

- The participation of all research participants are strictly voluntarily. Participants may withdraw from the research at any time, without any consequences.
- The anonymity and confidentiality of the research participants are protected and guaranteed.
- Upon completion, the findings of the research will be made available.
- Permission will be obtained for the interview to be recorded in order to transcribe it later.
- A signed consent form will be obtained concerning all the ethical issues.

If you as participant is satisfied with the above information and ethical issues, can we please proceed with the interview?

Section B: Semi-structured interview questions

The interview will follow a semi-structured format and any additional questions may be added through the interview process, in order to clarify certain aspects.

1. What is your understanding of the concept “teacher leadership”? (A common understanding of the meaning of TL will be reached)
2. What is the significance of teacher leadership and how is teacher leadership enacted in your school?
3. What factors inhibit you to act as a teacher leader?
4. What is your understanding of the roles and responsibilities of the SMT towards the enactment of TL?
5. Elaborate on the opportunities that are available in your school to develop as teacher leader?
6. What is your understanding of professional development and elaborate on the significance thereof towards the enactment of teacher leadership?
7. What is your experience regarding previous professional development opportunities towards the enactment of teacher leadership?
8. What factors/aspects/types should be considered in professional development to enhance the enactment of teacher leadership?
9. Is there any other comment you would like to share on the enactment of teacher leadership?

Thank you for participating in the research.

ADDENDUM G
SAMPLE OF CONTENT ANALYSIS

2021 INTERVIEW 3 of 12 (NSMT1)
Informal TL: 5 years' experience as hostel residence mother and hockey organiser
Duration of interview: 77 minutes

1. What is your understanding of the concept of "teacher leadership"?

Answer:	Code	Categories	Themes
So every teacher actually performs as a leader but I believe it is to be an example for others and so doing, inspiring others to reach a goal at the end of a day. "**Not just an official role that you have, but in everything that you do**." To inspire children. It's an active leadership without necessarily following certain rules. It's about everything you do and say. To affect change and to inspire. *[Every teacher is a leader - where?]* Firstly, in the classroom, this is our primary task at the end of the day, in front of learners. But also among our colleagues. How I see it is the teachers corps are a bunch of individuals, but every person has a different personality and certain strengths and weaknesses. Forgetting about formal leadership, I'm talking about everyday things. There is a role for formal leaders, the SMT, an organiser, if you are head of the hostel. The moment you are given a formal responsibility. So there is definitely the informal leg, which is the bigger leg because it includes everyone. *[You would say the informal side is bigger? What do you mean by bigger?]* It applies to many more people, and applies to everyone. Because I will be a leader, for example, my strength is to talk in front of people. So how I will behave, hopefully, just in the way I behave, be able to give people tips on	**Formal TL:** members of SMT – have a formal responsibility ✓ Organise ✓ Responsibility to lead ✓ Set guidelines (policies) ✓ Continuous support when following guidelines ✓ Measure performance and guide/support correspondingl	Concept of TL: Formal & informal TL **Formal TL:** members of SMT – have a formal responsibility **Informal TL:** involve more teachers Natural & acquired TL **Natural TL:** Natural leaders **Acquired TL:** teachers who develop TL skills	Nature & structure of TL

how to do it. The next guy is very patient with how they handle difficult kids - so just with his behaviour, he will show me to be a leader, to learn from him how to do it. Mentorship is a task of a leader. *[Would you say there are other tasks specifically for a leader?]* Definitely. Especially if you look at the more formal side. It's not just the scope of responsibility. As a hostel mother I have this scope of responsibility where firstly, I'm a leader for the people who work under me. To lead them in what they must do - not just how to handle children, but what are your basic responsibilities? What is the law in certain circumstances - to keep training them - especially in the hostel this is relevant. If a child wakes you up in the middle of the night with a nose bleed - what must you do? And it's my responsibility to guide them. *[So lead them in tasks and development?]* Yes, absolutely. A job description is a very vague thing, but there will be unique cases where they need to take charge and at the end of the day, that is the role of the leader, to be informed. And it is your responsibility. No matter what your job description is, it is your responsibility to be informed. If you are not informed, you need to get informed quickly and know the right people to be informed. *[You take initiative?]* Yes, initiative is central to any leadership role. Initiative means you read a situation and you have something to fall back on how to handle it and setting up other people to handle the situation. To go back to the informal part - what is your role in the classroom? You're an educator. You have to educate children. And whether I personally have children or not, I must be able to know how to teach children conflict resolution. *[What do you see as an educator?]* If I have to go back to academics - teach a child study skills, how to handle stress, how to respond to different types of situations. Anything a parent would teach a child. If there is a fight, it's not just about punishing the child. How do they handle it in the future, if someone provokes you….those type of things. This is at the end of the day what we want to achieve with punishment - behavioural changes. But, if you look at behaviourism - what is effective? Not just punishment. There has to be positive	y Macro manage a group: give general guidelines after measuring determined standards Micro manage individuals: guide in more detail after measuring determined standards **Informal TL:** involve more teachers ✓ Uses strengths to lead ✓ Not with an official role, but in everything we do **In the classroom:** ✓ Lead, guide & educate learners ✓ Conflict resolution	Dimensions of TL Zones where TL is enacted: **In the classroom:** ✓ Lead, guide & educate	

reinforcement. *[These are all the tasks of the leader?]* Yes, an educator as a leader and leader is an educator. *[Do you think all teachers are leaders?]* On the one side do you mean, everyone is a natural leader and the answer is absolutely not. But, is it our responsibility to be teacher leaders, yes. It is our responsibility to learn to be leaders, even if it doesn't come naturally to some people. The SMT comes in to give guidance - they are the ones who must put up the guidelines. The formal teacher guide set - what things mean in practice. I don't think there's a grey area about it, it has to be there. Then, how well it is done is a whole other conversation. If I think about the small role I have in the classroom. I give guidelines and tools to this child, but then I have to support him further. If they discover certain cases you must be able to give feedback, yes you handled it correctly in these cases but this one we still need to address. And then not just for that individual but for the group. It is basically continued support. *[How will you determine what support is needed?]* I think there are also two ways to look at it. Firstly, the group, we have a group performance. To measure the performance on determined standards. But one must analyse group performance as well as individual performance. Because a group consists of individuals. So you will macro manage and micro manage at the end of the day. *[Why as a group do you want to macro manage?]* I think in a group there will be general guidelines that apply to everyone - it's the more broad perspective. So you'll manage it as a whole. But then there will be individuals that will sometimes interpret it wrong or apply it wrong or where you'll have unique cases and then you have to go into the micro details. I don't like when this happens - say I left my class, nothing happened but I am not specifically addressed, it is being addressed in the group. Certain things you cannot only address in a group. There must be a balance between, yes, we need feedback in the group but on the other side it needs to be individually addressed. *[Why is group control important to you?]* Because we must grow as a group. We learn from each other's experience. I don't want to say mistakes,	✓ Teach skills: stress management, study methods, emotional intelligence ✓ Support learners **Among colleagues:** ✓ Mentorship ✓ Lead, guide & train teachers ✓ Take charge Active leadership: To affect change and to inspire **To lead is to educate** Responsibilities of TL: ✓ Setting the example ✓ inspiring others to reach a goal	✓ Conflict resolution ✓ Teach skills ✓ Support **Among colleagues:** ✓ Mentorship ✓ Lead, guide & train teachers Active leadership: to affect change and to inspire **To lead is to educate** Attributes of TL: ✓ Lead by example ✓ inspiring others	

but experience. Because sometimes something will happen in your class or in your department that the other departments can learn from. So you have individuals where you address certain events but then it's also feedback in the group. We can all learn from it. Afterwards I'll be better equipped wherever because I got reminded of the guidelines. We don't remember everything. So we have to be reminded. Support is not always just about pragmatic things. It's about the emotional side too. We all know the cliche; teaching is a work of heart. It's true. We go into it with heart and passion. So it means we make ourselves vulnerable. So it's not just guidelines in the practical sense - how do you handle it emotionally? *[Is that how you handle yourself or how you make someone else feel?]* Both. For sure. When I came here with a problem, you dealt with the practical side but by doing so, you also addressed the emotional side. I hear you, but we'll also do something about it. The emotional side is sometimes lacking. Not necessarily just in the school and also not always. But sometimes teachers only want to hear. I can't change anything about your situation, but I feel with you. *[Why do you think it is lacking?]* I think of a few reasons. Firstly, a lot of people don't know how to do it. My opinion is that you are so busy and the children can drain you. You don't have it sometimes - you're empty. So you know you have to do it. But now you have to give it to someone else as well, even if you are having a difficult day. I can talk about the hostel as an example of a bit more formal leadership. A member of my team will come to me and say that they are unable to handle a child now - it is her duty. Actually I have a responsibility to support her, it's not an everyday thing. But now I am overworked and I don't feel up for it and I'll tell her to just do it, it's their job. It might not continue, but maybe it was just that moment. Actually, she needed me to step in. *[So you'll also need a backup for those days in the group?]* For sure. We have a good team. I hope I do a good job in equipping them and to remind them in such a way that they can act as leaders in certain situations. *[Leader provides opportunities for others to develop?]* Yes. The	✓ Mentorship ✓ Specific responsibilities regarding job description ✓ Training colleagues ✓ Development & growth ✓ Guiding colleagues ✓ Be informed ✓ Take charge ✓ Take initiative ✓ Initiate behavioural changes ✓ Render continued support- practically & emotionally ✓ Teamwork: grow together as a group ✓ Feedback according to guidelines ✓ Development:	Mentorship ✓ Specific responsibilities ✓ Train, guide develop & grow teachers ✓ Be informed ✓ Take charge ✓ Take initiative ✓ Initiate behavioural changes ✓ Continues support- practically & emotionally ✓ Teamwork: grow together as a group ✓ Feedback according to guidelines ✓ Provide opportunities for teachers to develop	

other day, we had a sick child. She tried to reach me - It's impossible to be available all the time, but that is what they expect of you. I try to always be reachable and available. My team member had to deal with the sick child, couldn't get a hold of me and ended up dealing with the situation on my behalf. And that's great, mission accomplished, she knew what to do because she was equipped. That is what being informed is all about. If people are informed and you are not available as leader, they already have the tools to act. They might not always apply it daily, because they rely on you to make all those decisions, but in that moment when I wasn't available, she knew what to do and did it exactly right. *[To summarize what you see as leadership, a leader inspires, motivates, and affects change.]* Adding to inspire and motivate, it's not just in words, but how you do things. The example you lead with. In your actions, I'm not just a leader in what I say and how I say it, but also in my everyday actions. How you handle things just by observing you'll be able to receive.	better equipped- practically & emotionally ✓ Provide opportunities for teachers to develop Challenges of TL: ✓ Emotionally drained but still need to render support		
2. What is the significance of teacher leadership and how is teacher leadership enacted in your school?			
Answer:	**Code**	**Categories**	**Themes**
[What do you think will happen if we have no leadership in the school?] Chaos. It's necessary to steer the ship. That comes straight out of Romeo and Juliet. If you think about having a ship on the water, it will then just be determined by the tides wherever it goes. Where do you go? You need people to give it direction. One has to genuinely know where you are headed and we need people to remind us where we are heading. I think sometimes we must market the school among the teachers as well. Because they lose the reason for why they are doing this. They're so busy only doing the subject and they forget that there is actually a bigger picture of how amazing we really are. And what we are busy with. We have a vision and a mission, but I think sometimes teachers	No TL = chaos: It's necessary to steer the ship. You need people to give it direction. TL reminds teachers of the "bigger picture": of the vision and a mission of the school	Assumptions of TL: ✓ Lack of TL creates chaos ✓ TL gives direction to a school ✓ Guides everyone to attain the vision &	Significance of TL

lose the "why am I actually here" *[Whose task is it to remind them the whole time?]* Firstly it is a task of management. It is not just about teaching a subject. More than just our classroom - We become complacent, that is how we are. And leadership is necessary to remind people that we are not just here to teach. We're here to inspire and we're here to equip and we're here to create a future. And teachers lose courage and motivation. Me personally as well. And there is someone who gives me hope, telling a story about success with a child and the feedback. It's not just the formal leadership that needs to remind people, but we need to remind each other - why are we here? *[Why is group control important to you?]* *Because we must grow as a group. We learn from each other's experience. I don't want to say mistakes, but experience. Because sometimes something will happen in your class or in your department that the other departments can learn from. So you have individuals where you address certain events but then it's also feedback in the group. We can all learn from it. Afterwards I'll be better equipped wherever because I got reminded of the guidelines. (from Q1)* *My team member had to deal with the sick child, couldn't get a hold of me and ended up dealing with the situation on my behalf. (from Q1)*	We're here to inspire and we're here to equip and we're here to create a future. we need to remind each other - why are we here? we must grow as a group. *My team member had to deal with….*	mission of the school ✓ Equip & inspire teachers & learners for a better future ✓ Enables teacher growth & development Prerequisites of TL: distributive TL ✓ Expand TL opportunities through teamwork	Nature & structure of TL
3. What factors inhibit you from acting as a teacher leader?			
Answer:	**Code**	**Categories**	**Themes**
I think primary, a heavy workload. Now you have to get to your people but you are so busy with more things that drain you and take your time. I'm not sure about the solution. Expanding leadership. I think the other grade heads have the toughest job, I feel sorry for them, but now the roles are divided. Lack of guidance. We need more senior guys to guide and teach the junior guys. The factor that plays a role here is that people don't think it's their place to do it - to	Expanding leadership It's a culture that	Prerequisites of TL: ✓ Distributive TL ✓ Collaborative culture ✓ Delegating TL responsibilities	Nature & structure of TL

act as informal leader or mentor. It's a culture that needs to be created. An 'each one reach one and teach one' type of situation. It's the principle of, sometimes you'll have a guy that realises it's not their place, but if there's a culture at the school of the more senior guy can informally give the junior more guidance, the junior guy will be more open for that guidance. We all always need guidance, it doesn't matter if you are 5 year or 50 years in education. So the culture needs to be created where people are also more open to it and that will also give people the boldness/confidence to give guidance. Let's say you are a deputy principle and you have a leadership role. Then there are issues going on in your personal life that will inhibit you from acting as a leader. That is where we must see each other. You won't necessarily tell me about your baggage, but I have to - I have no formal leadership role at the school, but I must be able to know and see, maybe someone needs some support today. Leaders get tired. I think of an example at the hostel, in the April holiday I was in a stressful, not so serious accident and the other driver was a grade 12 child. My instinct immediately went to taking care of the child and completely forgot to take care of myself. And there are certain things - this was my first accident, I wanted to protect her and forget about myself. Luckily everything worked out well, but it was horrible. And it meant I came out of the city late, drove a bad road. It was hell. Then I decided, there are certain things at the hostel - I have to stop trying to do everything and I have to start delegating it to the people around me. Because I am busy killing myself. I cannot get to the actual main things, I'm so busy with admin and such and actually, other people can do it. There was another teacher that saw how I needed help. It was planned before the accident but now, after this bad experience it was a crisis and it had to happen immediately. It shouldn't get delayed. And that insight of a whole team of people immediately relieved my role so I can focus on my own hostel mother duties. And that made me able to keep taking the lead, even if I am going through a bad personal thing. Looking after emotional welfare is so important	needs to be created. An 'each one reach one and teach one' type of situation So the culture needs to be created where people are also more open to it and that will also give people the boldness/confidence to give guidance. delegating it to the people around me. a whole team of people immediately relieved my role… And that made me able to keep taking	✓ Teamwork Enhanced enactment of TL	Responsibility of SMT

because we all go through personal things. It does play a role.	the lead		
4. What is your understanding of the roles and responsibilities of the SMT towards the enactment of TL?			
Answer:	**Code**	**Categories**	**Themes**
I think it's the overhead thing we spoke about - the formal aspect of things will count as the role. It's a type of thing I feel, if you sign a contract, it is one of those things, it's a formal job description. Formal guidance and policies. And from this role comes the responsibility. I think responsibility is the action, the procedure. Your role is, guidance, equipping and steering and the responsibilities will be the actual tasks you do. I think one of the roles that will become the responsibility of the SMT is to look at the dynamic and reality in the department *[So analyze?]* Yes, and based on that, develop new guidelines, new training. It's not just about the climate in the school, but the climate in the country, the department, and the province, the town. You have to adapt. It is absolutely your responsibility - you can't just do things, we are in this small school community and that's not the only factor. *[Whose task is it to remind them the whole time?] Firstly it is a task of management. It is not just about teaching a subject. More than just our classroom - We become complacent, that is how we are. And leadership is necessary to remind people that we are not just here to teach. We're here to inspire and we're here to equip and we're here to create a future. And teachers lose courage and motivation.(from Q2)* *The SMT comes in to give guidance - they are the ones who must put up the guidelines. The formal teacher guide set - what things mean in practice. from Q2)* *If they (SMT) discover certain cases you must be able to give feedback, yes you handled it correctly in these cases but this one we still need to address.*	the formal aspect of things will count as the role: Formal guidance and policies *The SMT comes in to give guidance - they are the ones who must put up the guidelines. The formal teacher guide set - what things mean in practice* I think responsibility is the action, the procedure the responsibilities will be the actual tasks you do. To develop new guidelines, new training. It's not just about the climate in the school, but the	Managerial role ✓ Formal guidance TL role ✓ Responsibility is the action/procedures Formulation & implementation of	Roles of SMTs Responsibilities of SMTs

And then not just for that individual but for the group. It is basically continued support. [How will you determine what support is needed?] I think there are also two ways to look at it. Firstly, the group, we have a group performance. To measure the performance on determined standards. But one must analyse group performance as well as individual performance. Because a group consists of individuals. So you will macro manage and micro manage at the end of the day. I think in a group there will be general guidelines that apply to everyone - it's the more broad perspective. So you'll manage it as a whole. But then there will be individuals that will sometimes interpret it wrong or apply it wrong or where you'll have unique cases and then you have to go into the micro details. I don't like when this happens - say I left my class, nothing happened but I am not specifically addressed, it is being addressed in the group. Certain things you cannot only address in a group. There must be a balance between, yes, we need feedback in the group but on the other side it needs to be individually addressed. (from Q2) *To measure the performance on determined standards. (from Q2)*	climate in the country, the department, and the province, the town. *So you will macro manage and micro manage* having the opportunities to develop in your subject, in your position at the school. *To measure the performance on determined standards*	policy ✓ Develop new guidelines Managerial support & responsibilities Teacher development ✓ Create opportunities for development ✓ Measure performance (QMS)	
5. Elaborate on the opportunities that are available in your school to develop as teacher leader?			
Answer:	**Code**	**Categories**	**Themes**
[Do we get enough opportunities as leaders?] Me personally, yes. *[So you feel that not everyone gets it. Why?]* Firstly, leadership is about having the opportunities to develop in your subject, in your position at the school. I had the opportunity to have matrics, that forced me in my subject knowledge to know a lot more. So I absolutely got given the opportunity to grow in my subject. And in leadership. I'll be the subject head next year. But it wouldn't have happened if I wasn't granted the opportunity to grow. So for sure I got given the opportunity. As a hostel mother. I don't know if I would have gotten the opportunity in	leadership is about having the opportunities to develop in your subject, in your position at the school.	Enhanced enactment of TL ✓ Opportunity to develop TL	Responsibilities of SMTs

another bigger school to step into that terribly responsible position and do it. If people sometimes talk about going away, I think I have no need to leave, because in this school I am given so many opportunities to grow. *[Coming back to you saying; not necessarily everyone?]* Let's talk about our department. When the one girl started, I was nervous. I moderated her things and it was chaos. And after moderation, she'd be negative about it. She wasn't in a good place to grow. The moderator I had was perfect. She was this amazing personal mentor who created a standard and obviously that was the standard I also went by. There was a time this girl was without a mentor, she didn't have a specific mentor to develop her. She realised she had to wake up and change something. So she took the responsibility in her own hands. To grow emotionally and be more open for input and also in her classroom. In the lack of leadership, she took responsibility and her standard was raised a lot. She had some guidance, but not a pertinent mentor. At a stage, the other teacher only remembered how the girl was pre-growth. And they weren't aware of how much this girl has grown. I teach next to her and I hear the things she says. *[Does the school give enough opportunities or do they give 'leaderless' opportunities?]* She wasn't given the opportunity. Obviously with certain things, you won't give someone the opportunity if they are not yet ready for it, but there wasn't a "I really know what's going on with individuals' in my department'. It's old information. *[So the formal leaders must be more open?]* To really know what's going on. The formal leaders are too busy focusing on the task and forget about the person. That's why in the initial workload assignment, this teacher was again given only grade 8's again. I said that she needs to be granted the opportunity to go higher because she is ready for it - then it changed, now she is having Grade 10's next year because she can. We need to support each other and look out for each other in the department. You can't have the last say at one formal leader. It's a massive department - it isn't possible to get to everything. But she will now be given the opportunity now to	She was this amazing personal mentor who created a standard and obviously that was the standard I also went by.	Teacher development ✓ Through mentorship	Needs of teachers

be a leader in her subject. My role as a person in the department is to also mentor the young teachers. I think one of the big reasons people might not get the opportunity is because the people who need to give the opportunities aren't always aware whether or not the person is able or not. Whether or not it is their fault, it doesn't matter, this is the mistake. Also, because some people don't make noise so you are not necessarily aware of them. *[In other words, formal leaders need to look at the quiet guys?]* Yes, the ones who don't make noise. Identify people and get specific training. At the end of the day you want to improve the department. That will be one of the things - and how they must do it. How many grade heads are so busy just having to manage children, they're not necessarily equipped to go beyond. How many opportunities do they get to identify the people in her grade and do something about it. I have to mention this at strategy planning. My suggestion with Grade 12 LO. It's my third year so I've started getting passionate. But it breaks me if I see in what state the junior LO is. Then they get to matric and we have to teach them things for the first time. So my suggestion would be that there is a person in every grade for LO, not just one at the seniors and one at the juniors - that's not enough. There has to be more leaders. The people who make the decisions and appointments of leaders need to be more equipped to know what to look for. It is important. Along with the opportunity, what does the opportunity mean if the person does not know how? Everyone isn't necessarily a self starter or learner type of person. But even they need help. To add, the freedom given to take initiative. What I said earlier about the culture created. Everything we do gets determined by laws and policies. So if people are equipped, they will have the freedom to take initiative.	We need to support each other and look out for each other in the department. My role as a person in the department is to also mentor the young teachers There has to be more leaders	Collaborative school culture ✓ Support each other (teamwork) Teacher development ✓ Through mentorship Enhanced enactment of TL ✓ Expanded opportunity for the enactment of TL	Responsibilities of SMTs
6. What is your understanding of professional development and elaborate on the significance thereof towards the enactment of			

teacher leadership?			
Answer:	**Code**	**Categories**	**Themes**
I think my definition is the development of skills and knowledge to do the job. A continued development. *[In other words, once you have your degree, you're not fully accomplished?]* Not at all, let's be honest, your degree means nothing. So the continued development and knowledge is important. The importance of it, firstly, a leader needs to be adaptable. If you are equipped, you can adapt. That's why it is important. From informal in the classroom, to the more formal leaders too. If you don't have the skills, you won't be able to offer guidance or inspiration. As a leader you must be able to motivate and guide but if you yourself are not equipped, you won't have anything to give. *[So professional development - just a leader or for everyone?]* For everyone. If we come back to the fact that actually everyone is a leader in their own right. Because in your class you act as a leader for those children. And your subject, emotional development, social development. *[Would the PD differ between in the class and as an SMT?]* Absolutely. In both there will be the more formal leg, of the expectation of the law, policies, the school's culture. But then also the application thereof in practice. If I talk about practice, it's not just a meeting/discussion but also a workshop. Everyone is negative about a workshop, but the principle of it is actually very important. There needs to be brainstorming sessions along with the formal training, where there is a trainer and then also sessions with a facilitator. Where it's not just coming from one person, but everyone is busy looking. Based on that first part. How can we all learn from each other's experiences. It comes with a lot of emotional intelligence too, but we can also use hypothetical situations where we absolutely discuss problems in groups, a brainstorming session. The second part cannot happen before the first part. The facilitator needs to be the more	the development of skills and knowledge to do the job. a leader needs to be adaptable. If you are equipped, you can adapt. A continued development. But then also the application thereof in practice. If I talk about practice, it's not just a meeting/discussion but also a workshop. ✓ Learn from each other's experiences	Nature of PD practices ✓ Development of skills & knowledge ✓ Equip leaders Features of effective PD practices ✓ Job-embedded collaboration ✓ Include all teachers	Concept of PD PD practices

experienced leader that can lead the others. Someone who can say, I hear you but remember this and look at that. But that is what we do for each other too. It comes with the wisdom of experience. It is a whole process of input that we learn from. Practical things. It'll sound ridiculous but the obstacle course we had. Infinite value. But one can make it more goal orientated, like learning about teamwork and how we can apply it. The type of thing we do at leader camps. It created positivity and sparked some motivation. It's also a part of PD. *[So you'd say professional development is equipping and development.]* Yes. Absolutely. You are given the tools. [How would we give these tools?] … **(never answered)**	✓ Learn from experienced leader		
7. What is your experience regarding previous professional development opportunities towards the enactment of teacher leadership?			
Answer:	**Code**	**Categories**	**Themes**
[Would you say we have enough opportunities at this school?] If you asked me a month ago, I would have said no. But it won't be fair for me to say no anymore. Things changed drastically. The previous deputy was a wonderful person but she was over it, she's had enough. It can't only come from the principal. He still has to give, but you need a balanced principal-deputy pair. If not, you cannot inspire your SMT further to be dynamic. The important thing, we now have someone that is willing and brings inspiration. You inspire the will in others that lose motivation. Now you are the authority figure, you play a whole different role. You'll always get the unwilling ones, it won't change. But you'll win more people. In the department head role, you do not have the authoritative position to get people to do things. Once you have the position, you'll infect everyone around you. Inspire them - a leader inspires. In psychology we learned, to affect any type of change, you have to be an authority figure. Formally authoritative, but also credible. Now you are more	inspire your SMT further to be dynamic Once you have the position, you'll infect everyone around you. Inspire them - a leader inspires	Teachers influencing one another ✓ Motivate ✓ Inspire ✓ "infect" teachers positively	Expectations of teachers

credible. Not that you weren't previously credible, just one element was missing. If I want to talk about hunger and motivate people, no one will listen. It's not credible. I'm not an authoritative figure because it's not believable. But if I talk to them about hope about people coming from a broken home, that's my story. I become an authoritative figure because the experience is there. I'm credible. That's how human behaviour works. It's all about motivation. If people are not motivated, they will do the bare minimum. We need the most informal leader to support the top. It's like the back in hockey that shoots a goal. This is where the element comes in if you are equipped, but you still need the support. You can't just equip and then leave them. It's about continued support. They must have the confidence to come to the leader and run a situation by them. Then, that leader must respond in just a way - firm, yet with kindness. That's how we are with children. They need to know that the leaders have their back when they have mistakes. That's how human behaviour works. You have to build on the momentum. I bought into the Tuesday training because I like to learn, but I also hear the murmuring among the teachers. But I'm not an authoritative figure among them. I don't have the authority to address it. It's not just formal authority. I mean nothing to them in that regard. No one is completely accomplished, the most senior person is not fully accomplished. How I know things is that I've come across it before from another's experience. And this is never ending - it's continuing and never done. I was in Human Performance at the power station. But it was a losing battle because people did not want to change the culture. They wanted to address risks, but the confidence and motivation to change the culture is not there. You need roles to be defined. People don't know where to tread - especially in the Afrikaner culture. We don't want to go outside our lane because we're used to being told to know our place. Really know your place. What are the boundaries? What can I discuss? Some schools have a closed door policy, we have an open door policy, but there are boundaries. Don't hog his time. But once those boundaries	You can't just equip and then leave them. It's about continued support Some schools have a closed door policy, we have an open door policy, but there are boundaries	Features of effective PD practices Uncontrolled relationships ✓ Democratic TL	PD practices Expectations of teachers

are known, people can motor within them.			
8. What factors/aspects/types should be considered in professional development to enhance the enactment of teacher leadership?			
Answer:	**Code**	**Categories**	**Themes**
The first thing I want to mention is personal abilities and personality types. For a long time people have been talking about psychometric tests and that's not necessarily what I suggest, it is in any way dynamic; but the principle of these tests. If someone is the right person in the right seat, you see them shine. Professional development must take that in regard. Like in your class with inclusive education, you need to regard different learning types/personality types in the staff room. For example introverts vs extroverts. Formal and informal. It's a very difficult thing in any professional environment. It's a goal you always try to reach. You might never reach it - It'll never be perfect and it's not always possible. If your professional development is guided by the SWOT analysis, you can appeal to many personalities and equip many types of people. The one thing we've had at the power station in Human Performance, if you set up a presentation, you have text and pictures, to appeal to all. You have practical, emotional, logical, illogical, rational, irrational - you have to cater for all the people. How you present and all those things. *[The SWOT of every person? Or the school?]* It comes back to group dynamics vs individual dynamics, macro vs micro. It's not always a formal thing, it is absolutely as we go.	personal abilities and personality types Professional development must take that in regard. If your professional development is guided by the SWOT analysis, you can appeal to many personalities and equip many types of people.	Features of PD practices ✓ Context ✓ Planning	PD practices
9. Is there any other comment you would like to share on the enactment of teacher leadership?			
Answer:	**Code**	**Categories**	**Themes**

Teachers need to be motivated and inspired to practice formal and informal leadership. They then need to be supported. This creates a positive, motivated and safe environment for teacher leadership. If you don't feel safe to do something, you won't do it. We must think about how one will create a safe environment, because safe doesn't mean freedom, you also need boundaries. There you have to think about how to develop a safe environment. Define safety and how you will develop it. I think that is so important. If people feel safe, no matter what goes on at home, they will be more confident to become someone better than they are and think they could be. Think about Maslow's Hierarchy of Needs. The one thing we always focused on at the power station, I always felt there I was fighting a losing battle; stop seeing people in terms of numbers, they must see them as individuals who have individual contributions. As long as people feel they are only in an occupation, they will never feel like they can be more than a teacher. Roles and professions are replaceable, but not individuals.	Teachers need to be motivated and inspired to practice formal and informal leadership. They then need to be supported. This creates a positive, motivated and safe environment for teacher leadership	Uncontrolled relations ✓ motivation & inspiration ✓ cooperation Collaborative school culture	Expectations of teachers Needs of teachers

ADDENDUM H
TURNITIN REPORT

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21 February 2022

To whom it may concern

Dissertation submitted in fulfilment of the requirements for the degree *Masters of Education in Educational Management and Leadership* at the North-West University.

G.M SMIT: 33276358

Title: School Management Team strategies for the enactment of teacher leadership in secondary schools

The dissertation was submitted in the Turnitin program (Turnitin Submission ID: 1767400277) and as supervisor I am satisfied with the level of similarities. It is at an acceptable level and that the current similarities are predominantly similar words or concepts which cannot be changed otherwise the meaning will be changed as well as similarities in similar document specifically at other universities which is more administrative than academic similarities.

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Yours sincerely

Dr MP Fuller

ADDENDUM I
LANGUAGE EDITING

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CERTIFICATE
OF LANGUAGE EDITING

ISSUED ON 23 FEBRUARY 2022

This is to certify that I have edited the language of the dissertation

School Management Team strategies for the enactment of teacher leadership in secondary schools
by
G M Smit

submitted in fulfilment of the requirements for the degree

Magister Educationis
in
Educational Management and Leadership

at the North-West University

Promoter: Dr M P Fuller

The responsibility to effect the recommended changes remains with the student.

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